



ARKANSAS SCHOOL FOR THE DEAF

LEOPARDS

STUDENT HANDBOOK

Elementary, Middle and High School

2400 W. Markham Street Little Rock, AR 72205

2021

2022

2021-2022
ASD
Elementary, Middle and High School
Student Handbook

**The 2021-2022 ASD Student Handbook
was approved by the
Arkansas School for the Deaf Board of Trustees**

Arkansas School for the Deaf

Telephone and Videophone Numbers

501 AREA CODE

	Voice	Fax	Videophone
ADMINISTRATION			
Superintendent's Office Dr. Janet Dickinson, Superintendent Michelle Alvarez, Exec Assist to Superintendent Stacey Harmon, Receptionist	324-9507 682-2788	324-9553	246-8485
ACADEMIC PROGRAMS			
Lower School Principal KaAnn Varner			246-8486
Lower School Office Kara Ann Massengale, Admin Assistant	324-9543	324-9753	246-8484
Middle School Office Lesley Thomas, Admin Assistant	682-2019		
High School Principal Rayburn Boland			404-4569
High School Office Lenora Simpson, Admin Assistant	324-9514	324-9557	246-8298
Career Technology & Education (CTE)		324-9513	
Tutoring Center Dana Lindner	246-8474		
ARKANSAS DEAF CAREER CENTER (Transition, Work Experience, and 18 – 21 Years Program)			
Casey Brown, Director	682-2788		261-7720
Lea Marshall, Transition Counselor	324-9014	324-9557	475-1796
DORMS / STUDENT LIFE DEPARTMENT			
Dorm, Supervisor – Rita Jordan			246-8314
Dorm, Supervisor Overnight – Larry Dilley			246-8321
Dorm, Middle School Boys	324-9531		246-8475
Dorm, Middle School Girls	324-9554		246-8464
Dorm, Upper School Boys	324-9530		246-8459

Dorm, Upper School Girls	324-9526		246-8464
HEALTH SERVICES			
Vicki Crump, MSN, RN, NCSN	See Website	See Website	
STATEWIDE SERVICES			
Dr. Gretchen Cobb, Director Millicent Callan, Admin Assistant	324-9523 324-9522	324-9513	246-8452
STUDENT SERVICES			
Student Services Office	324-9510	324-9513	246-8479
LeAnn Brazeal, LEA	324-9771	324-9771	
TRANSPORTATION			
Steve Partridge, Director of Transportation	324-9536	324-9822	
FOOD SERVICE			
Director of Dietary Services	324-9829		

SCHOOL ADDRESS

**Arkansas School for the Deaf
2400 W. Markham St.
Little Rock, AR 72205**

Website: www.arschoolforthe deaf.org

Facebook: [ASDLeopards](https://www.facebook.com/ASDLeopards)

Twitter: [@ASDLeopards](https://twitter.com/ASDLeopards)

School Hours: **8:00 – 3:30**

Drop Off: 7:15 – 7:50am Breeding Cafeteria (Breakfast served 7:15 – 7:45)
7:50 – 8:00am School Building

Arkansas School for the Deaf

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A MESSAGE FROM THE SUPERINTENDENT

Dear Parents and Students:

Welcome to the 2021-2022 School Year! It is my hope that you will have a rewarding year as a LEOPARD.

This Handbook was written to help you gain the greatest possible benefit from your school experience. We want school to be a place to experience the excitement of learning, as well as a place where students, parents and school staff form a partnership. Working together, there is no limit to what we can achieve.

We are proud to provide a world-class education for Deaf and Hard of Hearing students. To ensure each student has the best preparation for your future career, we are continuing the rollout of our innovative learning environment through the 1:1 laptop program. To be successful, you will need to be able to work collaboratively, think critically, and use 21st century technologies to be productive and efficient.

This parent/student handbook is only the introduction to your school program. After reviewing it for general information, I encourage all parents and students to become actively involved in the ASD experience.

GO TEAM!

Dr. Janet Dickinson



Believe...

What do you believe in? Here at ASD we believe with the right support, Deaf children can be just as successful as their hearing peers.

At ASD, each child has full access to language and to professionals specifically trained to foster their success.

We look forward to seeing each student transform into an educated and confident learner this year.

Introducing Governor Hutchinson

Governor Hutchinson has shown tremendous interest and support for Arkansas School for the Deaf. Over the past few years, he has welcomed our Championship Girls Basketball Team to the Capitol; he awarded our Art students with the Governor's Art award; and he toured our facilities and shared his pride in our new campus vision.

In 2017, Governor Hutchinson awarded Arkansas School for the Deaf with \$1.5 million to address significant life and safety needs on campus. With these funds, we were able to replace leaking roofs, install a door access system, and install security cameras. We are grateful for his support and care for ASD. Most recently, he came to our Stop Bullying Assembly, and surprised us all by signing "Stop Bullying!"

He has won recognition for the state as a leader in computer science education, garnering acknowledgement from the White House, national media outlets, and major tech companies.

Governor Hutchinson grew up on a small farm in Gravette. He is a graduate of the University of Arkansas law school. He and his wife, Susan, have been married 45 years, and they have four children and six grandchildren.



Introducing Secretary Key



On March 25, 2015, the State Board of Education approved Johnny Key to be the chief school officer of the Arkansas Department of Education. Governor Asa Hutchinson then recommended Key for the position of secretary.

Under Key's leadership, the agency focused the vision on transforming Arkansas to lead the nation in student-focused education. The goal is to provide leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career and community engagement. This vision guides the daily work within the agency.

Key began his career in public service in 1997 when he was elected to serve as a justice of the peace on the Baxter County Quorum Court. He was elected to three two-year terms in the House of Representatives, followed by a tenure in the Senate that began in 2008.

Key graduated from Gurdon High School and received a Bachelor of Science in Chemical Engineering in 1991 from the University of Arkansas at Fayetteville.

Key and his wife, Shannon, live in Little Rock and have one son, Ryan, and one daughter, Rachel.

Introducing our Board of Trustees

The Arkansas School for the Deaf's Board of Trustees consists of five members, each appointed by the Governor by and with the advice and consent of the Senate. At least one member of the board must be a Deaf person. The Arkansas School for the Deaf's Board of Trustees meets on a monthly basis, usually on the 3rd Tuesday of each month. We greatly appreciate the time, wisdom and energy our Board of Trustees give to ASD and our students.



Dr. John McAllister
Chair



Susan Pack
Member



Dr. Sam Atcherson
Vice Chair



Mr. Robert R. Fagan
Member



Faith McLaughlin
Secretary



Holley Mott
Deaf School Parent Rep



Dr. Priya Gupta
Blind School Parent Rep



ASD MISSION

The mission of Arkansas School for the Deaf is to empower Deaf, Deaf-Blind, and Hard of Hearing children to become highly effective communicators who are educated, motivated and independent.

At ASD, students are transformed into confident young people inspired to achieve their goals with the skills to succeed in a competitive world.



ASD VISION

Arkansas School for the Deaf is an inspired community committed to **achievement**, **innovation**, **collaboration**, and **excellence**.

Achievement

At ASD, students belong, excel and thrive. ASD prepares students from birth to age 21 to be college and career ready by ensuring students achieve the essential skills of a rigorous curriculum in a bilingual environment where ASL and English are equally valued.

Innovation

ASD implements bold and creative strategies, connecting ideas and technologies to meet the changing needs of our students, maximize their success, and enhance ASD's reputation as the Arkansas resource center on Deafness, and a premier leader in bilingual education.

Collaboration

ASD nurtures interactions within our community, as well as creating partnerships locally and globally, to bring new opportunities to our students and to strengthen the future of ASD.

Excellence

ASD recognizes excellence as equipping a diverse community of promising young people to go out in the world with the confidence to lead lives of integrity, purpose and achievement in an increasingly global society.

**ASD
SLOGAN**



**Dream it.
Believe it.
Achieve it.**

WHAT WE BELIEVE ABOUT DEAF CHILDREN



Bilingual Belief Statements

Arkansas School for the Deaf is an accessible ASL/English bilingual community in which people who are Deaf, Hard of Hearing, and hearing learn and work together without language and communication barriers. At Arkansas School for the Deaf, we have the following beliefs:

- 1. We recognize that students coming to Arkansas School for the Deaf have diverse cultures, backgrounds, and language abilities.**
 - For some students, American Sign Language is their first language.
 - For some students, Spoken English is their first language.
 - For some students, another cultural signed or spoken language is their first language.
 - Some students come to ASD with no language.
- 2. We believe that American Sign Language and English are equal and separate languages. Both languages allow Deaf children the ability to access academic information, interact effectively with others, and express themselves creatively.**
- 3. We believe that every student has a right to a language-rich learning environment, where he/she has full access to clear communication and language.**
- 4. We believe students need to learn how to interact successfully in both Deaf culture and hearing culture. Culture and identity development are important for every child to develop self-worth and self-confidence.**
 - We believe Deaf students need real life exposure to experiences in order to increase their understanding of and ability to successfully interact in the hearing community.
 - We believe Deaf students need Deaf role models and experience in the Deaf community to increase their understanding and ability to successfully interact in the Deaf community.
- 5. We recognize and respect each student's individual needs and abilities. We believe that everyone is equal and important, regardless of hearing levels, their preferred communication mode, and their cultural identity**
- 6. We believe that in order to optimize student achievement, Deaf children must have early exposure to a rich and comprehensive language. Therefore, it is our priority to:**
 - Meet these needs on our campus by providing programs, resources, and support to families of young Deaf children to foster their exposure to a full language.
 - Meet these needs statewide through a responsive and supported Statewide Services program.
- 7. Research shows that there are significant advantages to being bilingual, and we believe that Deaf children have a right to be bilingual.**
 - Students should have access to meaningful instruction in both ASL and English (written and spoken).
 - Both languages should be equally celebrated, and students should be equally proud of their achievements in both languages.
 - Gaining fluency in ASL has a positive impact on the language and conceptual development of all students. Students should have access to quality curriculum and instruction in the linguistic structure of ASL, designed to increase both incidental and academic ASL. Students should also have quality assessments to monitor their progress in acquiring language.

- Students with the ability to communicate through spoken English should receive quality instruction to increase their skills in both incidental and academic spoken English, as well as quality assessments to monitor their progress. Lip reading can also serve as an additional tool to increase the child's communication opportunities.
 - To the greatest extent possible, students from other cultural families, such as Spanish speaking families, should receive support for learning their family's heritage language.
 - Technological devices (hearing aids, cochlear implants, etc.) serve as tools to help students achieve more success in gaining listening and spoken English skills. We believe it is important to provide our students up-to-date information and support in accessing and maximizing the success of these tools. We respect students' and families' decisions to choose either to use or not to use technological devices.
 - We believe Deaf students need strong English skills to function independently in a hearing world, and to maximize their future success. Mastery of written English includes both being able to read and comprehend complex texts, and being able to express oneself through written English.
8. **We believe that Deaf and Hard-of-Hearing children benefit from interaction with Deaf and Hard-of-Hearing peers and role models. Access to Deaf role models enhances their understanding of the language, culture, and gives them a view of what success looks like as a Deaf adult.**
9. **We believe that to successfully meet the diverse needs of future generations of Deaf and Hard of Hearing students, the following are essential:**
- Comprehensive state-of-the-art classrooms, instructional strategies, and resources to maximize each student's learning of ASL
 - Comprehensive state-of-the-art classrooms, instructional strategies, and resources to maximize each student's learning of English.
10. **We, the staff and faculty of ASD, believe that to foster double pride in our students, we must first have double pride ourselves. We realize that it is essential that we have fluent skills in both our native and non-native languages in order to provide a high quality bilingual instructional environment.**



PARENT INFORMATION

Visiting the School

The Arkansas School for the Deaf welcomes visitors, especially parents, to our campus. We believe that all information (written and observed) belongs primarily to the students and/or parents and the school. Information that is disclosed to “third parties” obligates those parties to safeguard and protect the confidentiality of any personally identifiable information. The administration asks that anything you, as a visitor, see, hear, or observe during your visits not be shared. This is a protection of a student’s civil right to privacy. Only visitors who have legitimate educational interests in our students will be allowed to visit the classroom.

Visiting Hours and Rules

- Visits to the classes or academic activities should be arranged through the building principal.
- ASD students who have withdrawn from ASD for disciplinary reasons or were expelled may not return to visit ASD.
- Visitors such as ASD alumni must obtain permission from the building principal or superintendent before visiting the campus. The school officials reserve the right to prohibit any visits within reason.
- Visitors must sign in at the administration office and obtain a visitor’s badge to be worn while on campus. Visitors will be asked to wait in the reception area until the person they have come to see arrives to meet them or someone is available to escort them to the appropriate area. The contact will be responsible for the visitor(s) during their time on campus and will escort them back to the reception at the end of their visit. Visitors will be accompanied, or supervised, during the whole of their time at the school. Badges are to be returned to administration when leaving campus.

Contact by Parents

Parents wishing to speak to their children during the school day shall register first with the building office.

Custodial parents/legal guardians may visit their student at any time. Other family members may visit the campus if accompanied by the custodial parent/ legal guardian of the student.

ASD adheres to the Family Educational Rights and Privacy Act of 1974. Custodial parents/legal guardians must provide the appropriate legal documentation concerning custody/guardianship for their student attending ASD at the beginning of the school year. Any changes should be immediately forwarded to the Student Services office. It shall be the responsibility of the custodial parent to make any court ordered “no contact” or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting visitation may eat lunch, volunteer in their child’s classroom, or otherwise have contact with their child during school hours and the prior approval of the school’s principal.

Contact by Non-Custodial Parent

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or his/her designee establishing the parent’s custody of the student. Unless prior arrangements have been made with the school’s principal, Arkansas law provides that the transfer of a child between his/her custodial parent and non-custodial parent, when both parents are present, shall not take place on the school’s property on normal school days during normal hours of school operation. The provisions of this policy shall not prohibit one parent (custodial or non-custodial) from transporting the child to school and the other parent (custodial or non-custodial)

from picking the child up from school at prearranged times on prearranged days if prior approval had been obtained from the school's principal.

It is the parent's responsibility to keep addresses and all other personal information current in the school office. Non-custodial parents with visitation rights may request current scholastic records.

Parent-Teacher Communication

ASD recognizes the importance of communication between teacher and parents/legal guardians. To help promote positive communication, parent-teacher conferences shall be held once each semester. Parent-teacher conferences are encouraged and may be requested by parents/guardians when they feel they need to discuss their child's progress with his/her teacher(s).

Teachers are required to communicate during the school year with the parent(s), legal guardian(s), or care-giving adult(s) to discuss the student's academic progress unless the student has been placed in the custody of the Department of Human Services, and the school has received a court order prohibiting parent or legal guardian participation in the parent/teacher conference. More frequent communication is required with parent(s) or legal guardian(s) of students who are performing below grade level. All parent/teacher conferences shall be scheduled at a time and place to best accommodate those participating in the conference.

Each teacher shall document the participation or non-participation of parent(s)/legal guardian(s) for each scheduled conference. If a student is to be retained at any grade level, notice of, and the reasons for retention shall be communicated promptly in a personal conference.

PARENT INVOLVEMENT PLAN

Introduction

The goal of the Arkansas School for the Deaf is to work together to create learning opportunities for academic excellence and personal independence. We recognize that a child's education is a responsibility shared by the school and the family. Because we know that parents who are involved in their child's education promote a higher rate of student success, we have developed a parental involvement plan to enhance the engagement of parents and to reflect the specific needs of the students at the Arkansas School for the Deaf and their families.

The following outline is in compliance with the legal requirements of 2015 Arkansas Code Title XI. The document represents joint development with parents and school staff. Arkansas School for the Deaf Parental Involvement Plan may include, but is not limited to, the following.

To Involve Parents of Students at all Grade Levels, ASD shall:

Provide a variety of roles for parents to become involved in the education of their children. This can be done through volunteer activities, learning activities that support classroom instruction, participation in school decisions, collaboration with community resources, development of school goals and priorities, and evaluating the effectiveness of the comprehensive school improvement plan (ACSIP).

Examples at Arkansas School for the Deaf include but are not limited to:

- ASD will schedule a “Report to the Public” where parents are given a report on the state of the school and an overview of curriculum, assessment, expectations of both parents and teachers, and how parents can assist and make a difference in his or her child’s education.
- Home Room Parents: volunteers for activities, parties, field trips, special events, etc.
- Parent Volunteers: making copies for teachers, helping gather resources, volunteering in the classrooms, concession stands at games, etc.
- Community Members: support students in community service projects, collecting pop tabs for education, career activities, guest speakers, and other school activities.
- Include parents in a variety of engagement groups such as the VIP Parent Planning meetings which include fundraising opportunities and new family mentoring programs; parental involvement events such as ASL classes, Silent Sunday, and the school carnival and other volunteer opportunities. Sign in sheets will be provided for parental involvement activities.
- Wellness Clinics: Parents may assist in organizing, promoting, and implementing good health. Flu shots are given in the fall to all students and faculty members free of charge through coordination with the AR Department of Health

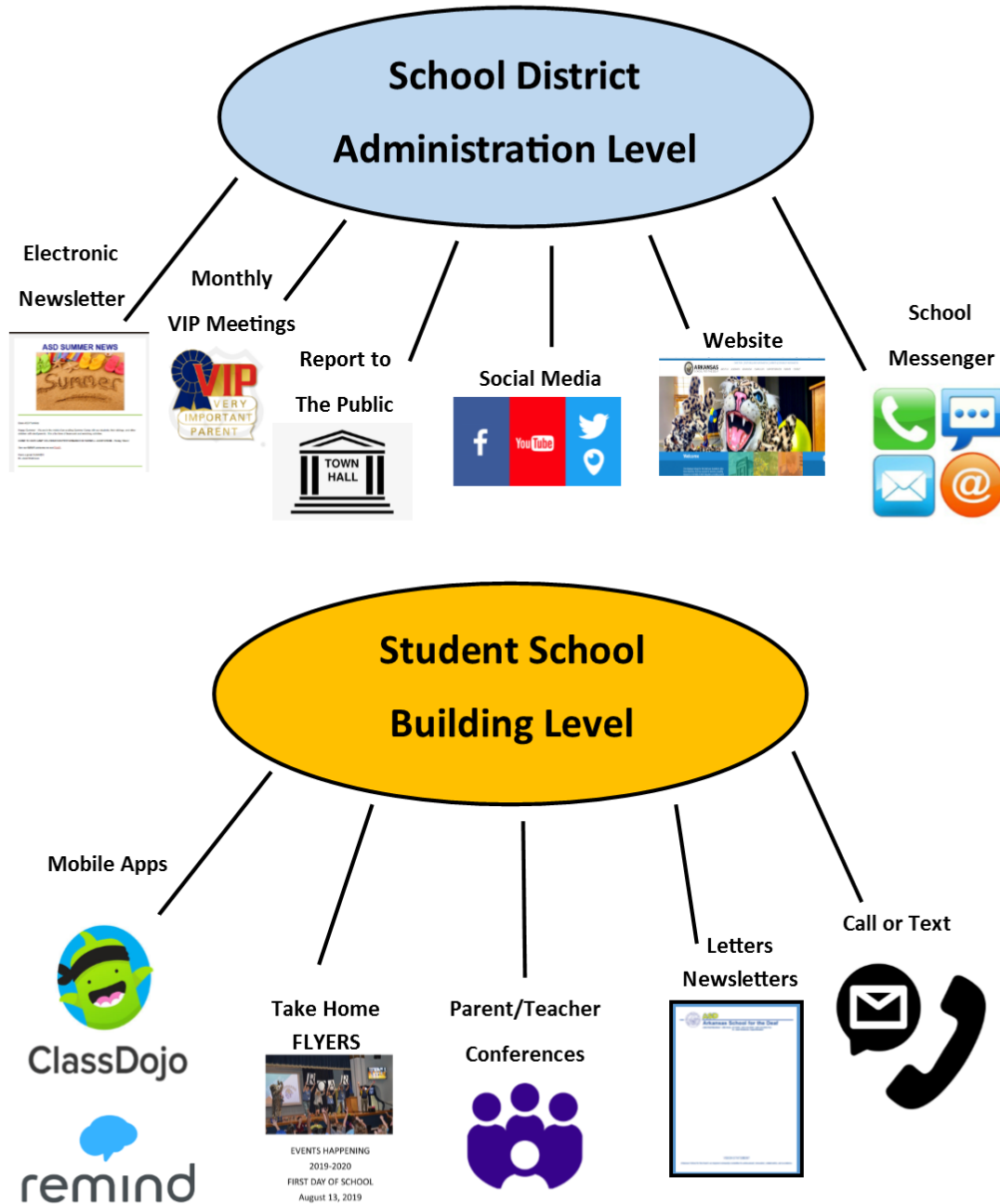
To Encourage Communication with Parents, ASD shall:

- Provide information packets to be distributed annually to the parent of each student. These packets will include school calendars, schedules of special events, school handbook, supply lists, and ways for the parent to become involved. Packets will be distributed at registration, Parent Nights, or during conference times.
- Maintain regular, two-way communication.
- Make the district’s website, www.arschoolforthe deaf.org, available to parents and guardians to provide information concerning the school and the schools’ activities.
- Send home classroom and school-wide newsletters on a regular basis.
- Utilize “SchoolMessenger,” an email and text message system, to help keep parents and guardians notified of up-to-date announcements, weather closings, school news, and events.
- Provide interpreters at Parent Teacher Conferences and other programs and events on campus.
- Utilize the Interpreters to communicate with non-English speaking parents.
- Plan activities throughout the school year to encourage parental involvement and communication.

To Promote and Support Responsible Parenting, ASD shall:

- Recognize parental involvement through local media including feature articles and/or pictures.
- Create a school newsletter to be distributed to all parents in the student homework folder.
- Send home a monthly calendar of scheduled school, class, and dorm events.
- Offer American Sign Language classes free of charge to parents and families of students.
- Provide online podcasts on the school website as an opportunity for parents/families to learn American Sign Language.
- Hold an annual review, other than parent teacher-conference, to ensure parents understand their role in their child’s education.
- Provide reading information on nutritional facts, and school menus sent home weekly.
- Involve parents on the ACSIP committee.

How ASD will Communicate with Parents



Student Recognition

We will develop and implement a system for recognizing and rewarding the achievement of all students, including Team Ready students, to include but not limited to honor roll, perfect attendance, President's Physical Fitness Awards, and Student of the Month. We will inform parents of rewards and encourage them to participate in recognition events: we will invite all parents, including the parents of Team Ready students, to attend scheduled academic competitions or school performances which are aligned to curriculum standards such as academic, physical, dramatic, and holiday programs, and/or competitions. We will also provide opportunities for parents to eat lunch with their children in the cafeteria. Thanksgiving and Christmas meals are held annually and planned around school performances and classroom activities.

Parent-Teacher Conferences

All teachers will meet with parents or guardians of each student at least once a semester through parent/teacher conferences, telephone conferences, or home visit. Conferences for the 2021-2022 school year will be held November 1, 2021 and April 18, 2022. Teachers will communicate more frequently if additional support is needed. Information concerning the course selection process for smart core and core will be included in the student handbook.

Collaborating with Community Resources

A parent advisory council has been established to provide advice and guidance for school improvement. This Parent Meeting occurs on the first Thursday of each month from September to May, at 5:00 p.m. in the Board Room located in the Nutt Athletic Complex.

The Council's goals consist of:

- Involve community patrons in the ACSIP plan for school improvement as participants in advisory capacities.
- Work with community/business members to help with and promote activities within the school to strengthen school programs, family practices, and student learning.
- Ask for volunteers to visit classrooms.
- Ask for monetary or human resource support for activities/programs
- Conduct surveys at least annually to identify additional engagement groups are desired. Identified needs will be addressed by the committee.
- ASD will annually review and update the parental involvement plan and give it to the superintendent.
- The administrators of ASD will designate at least one certified staff member that is willing to serve as parent facilitator to organize meaningful training for staff and parents promoting and encouraging a welcoming atmosphere to parental involvement.
- Show parental involvement as an asset to the school.
- Support the development, implementation, and regular evaluation of the program to involve parents in the decisions and practices of the school district by including parents in the ACSIP plan, and handbook revisions
- Parent evaluation surveys will be disseminated each year and will be included as a part of the school/district evaluations of programs.

CAMPUS INFORMATION

Expectations of Students

Students have the responsibility to pursue their education at the Arkansas School for the Deaf in a manner that shows respect for other students, staff members, parents, and other citizens. Students should be aware that they have a responsibility to assist the school staff in the orderly and efficient conduct of the school by abiding by rules and regulations established by the school, and implemented by teachers and administrators. Each student is responsible for his own conduct at all times.

Period of Silence

Arkansas Code 6-10-115 requires a period of silence at the beginning of each school day; and for other purposes. Teachers are to ensure that all students remain silent and do not interfere with or distract another student during the period of silence. (ASD Board approved July 16, 2013)

Religion in Schools

The First Amendment of the Constitution states that "Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof. "As the Supreme Court has stated (*Abington School District v. Schempp*, 374 U.S. 203) the Amendment thus, "embraces two concepts—freedom to believe and freedom to act. The first is absolute but, in the nature of things, the second cannot be." The District shall assume no responsibility for the religious training of any student.

School Substitute Meals

The district only provides substitute meal components on menus to accommodate students with handicapping conditions meeting the definition of a disability as defined in USDA regulations. A parent/guardian wanting substitutions for his/her child must submit a letter to ASD's Director of Food Services. Special dietary requests must be accompanied by a doctor's written orders.

Inclement Weather Policy

During periods of time that students are on campus, ASD will remain open regardless of inclement weather. Twenty four-hour coverage will be maintained. If students are not on campus when inclement weather occurs, administration will decide if the buses will run. If the ASD Inclement Weather Policy is placed into effect, notice shall be given on local TV channels and <http://www.arschoolforthe deaf.org>.

When inclement weather occurs during school hours, the Superintendent will have the discretion to allow students and employees to leave work or school early for safety reasons only if there will be sufficient supervision for students remaining in dormitories.

Alternative Method of Instruction (AMI)

ASD has a 1:1 digital device program that allows for e-instruction for middle school and high school students on days when weather prevents students from attending school. While having a digital computing device is a significant step in providing instruction on weather related closing days, we also realize that some students may not have access to internet. Therefore, we will design lessons that are internet independent, which are still comparable to the learning opportunities that would have been provided if school had been in session. These independent lessons will be bundled into "ASD Packet" and will align with the e-learning opportunities and will be distributed to students in early fall.

Students will be required to log on to their Google Classrooms with their 1:1 electronic device. For students who do not have internet access at home, or for our younger students, they will have the option of showing attendance through completion of their "ASD Packet" projects.

Age of Majority

Students will reach the age of majority when they have attained the legal age of 18 years and are not considered dependents of their parent/guardian(s) as defined in Section 152 of the Internal Revenue Code of 1954. The reference in any policy of ASD to a "parent/guardian(s) of a student" will not be valid for students who have reached the age of majority (18 years old) because such students will be considered responsible for their own actions. Whatever your age, if you are a student, you must follow rules and regulations of the Arkansas School for the Deaf.

If you are 18 years old and are no longer living with your parent/guardian(s), you may continue to attend school from the school district in which you live. You will need to enroll in the new school district and notify ASD Student Services of the change. If you are under 18 years old, you must attend school in the attendance zone of your parent/guardian(s), unless you are in one of the following situations and have received a reassignment from the Student Services Office:

- Legally married;
- Parent/guardian(s) have given legal custody of you to another person; or
- Courts have given guardianship of you to the state or some person other than your parents.

Act 831/876 of 1991 – Student Driver’s License Attendance Information

School Attendance and Grade Average Forms are mandatory documents required to begin the testing process for an Arkansas driver’s license. Prior to application inform your high school transition counselor of your intentions to test for a driver’s license and ask them to provide you with proper grade average and attendance forms. The form must be completed at the school office, signed by a school official, stamped with the school seal, and must be dated no more than 30 days prior to submission of the license application. High school diplomas and GED certificates may also be accepted. Report cards are not accepted.

Student ID Badges

Student IDs are required for each student attending ASD and must be worn as directed by the Principal. Every student will receive their first ID at no charge. It is the responsibility of the student to maintain the whereabouts of their ID badge. If an ID is lost or damaged, a student will need to report to the Dean of Students. Students can either:

- A. Bring signed form from Dean of Students to allow student to pay a fee of \$5.00 to replace the ID
- B. Perform on-campus community service as directed by the Dean of Students to obtain a form upon completion for replacement of ID.

Textbooks and School Supplies

Textbooks are the property of the State of Arkansas and are for the use of students only. They are provided for student use free of charge. Students are responsible for lost or damaged books and will be expected to pay for replacements.

Each student will furnish his/her own school supplies. Parents/guardians should check with their student periodically to determine if additional supplies are needed.

Library Materials

Library materials are checked out for two (2) weeks and may be renewed; however, the Media Specialist may recall materials. Materials will be selected and retained according to curriculum needs, the mission, and goals of the school.

School Telephones/Videophones

The telephone/videophone in the office is to be used by students for emergencies only. Students may use the telephone/videophone with approval by office personnel.

Dress Code

The Arkansas School for the Deaf believes that ASD's education program is designed to promote learning and to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards and respect for authority. ASD strives to create a culture that promotes and fosters respect for oneself as well as others, sensitivity to the diverse population in which we live, and a true understanding of the value of education. As a part of that culture, the way students dress has a definite impact on their learning environment. Anything that detracts from this purpose, whether it is behavior or dress, will not be tolerated. Students are expected to attend school looking clean, neat and dressed in a manner that promotes a positive, caring, and safe environment.

The appearance of any student is the primary responsibility of both the student and the parent. We do not intend to dictate the type of clothes to be worn to school, but occasionally we find it necessary to say what shall not be worn. Students are here, first and foremost, for academic reasons. ASD would like to encourage students to make appropriate choices regarding their appearance and type of clothing. Health and safety need to be considered when dressing for school. To accomplish this task, ASD has established the following guidelines for appropriate dress at ASD during the regular school day and at school day and at school sponsored activities and events. If your child does not comply with the dress code expectations, then he/she will be sent back to the dorm/home to change clothes.

Although ASD recognizes that dress is a matter of personal taste and expression of oneself, it also recognizes the need to help students understand and avoid the negative impact that inappropriate grooming can have in the classroom.

Dresses, Pants, Shorts, Skirts

- Dresses, shorts and skirts: must be at least mid-thigh
- Boys shall wear pants or shorts and a shirt.
- NO sagging - no clothing that exposes underwear or buttocks (Ark Code 6-18-503)
- NO holes – no exposed skin
- NO pajamas or lounge wear
- NO spandex (leggings, jeggings) unless covered by another garment
- NO clothing related to gangs (one leg of pants rolled up; towels hanging from any pocket or draped over shoulder; overalls with one strap unbuttoned; bandanas, etc.)

Shirts

- Dresses, shirts, and blouses must not expose any part of the midriff or back.
- NO see-through blouses
- NO clothing that exposes the breast of a female (Ark Code 60-18-503)
- NO halters, backless, fishnet, or tank tops; no spaghetti straps
- NO revealing necklines – there should be NO cleavage showing
- NO emblems, insignias, badges, or other symbols worn that would mock, ridicule, or demean others because of race, religion, national origin, or other individual views
- NO suggestive slogans (such as Hooters); vulgar captions; pictures or advertisement for tobacco or alcohol products; logos that depict death or violence

Shoes and Head Coverings

- All students must wear shoes
- Elementary school students are discouraged from wearing flip-flops and thongs because of safety reasons on the playground, but they are permitted.
- Middle School and High School students may wear flip-flops.
- Students who are enrolled in PE, CTE and Science classes have shoe requirements.
- No house shoes except in the dormitory
- No blankets or bedding
- No baseball caps, skullies, du-rags, hats, sweatbands, sunglasses, combs, picks, curlers, or rakes – male or female. No extreme hairstyles that would be considered classroom distractions permitted; hair must NOT cover a student's eyes.

Please remember ALL students go outside daily. We would greatly appreciate our students being properly dressed for school and activities out of school. Students participating or attending other educational programs are responsible for following that program's established dress code.

The school reserves the right to control extreme styles of dress and speech which do not comply with the required dress code. Any student failing to follow the above requirements will be subject to disciplinary action.

STUDENT TRANSPORTATION

The Medical Release and Transportation Agreement form is used to indicate standing permission by the custodial parent/legal guardian for ASD to transport their student. Any temporary change, such as a permission to visit another student or riding another bus, must be made in writing and submitted to dorm supervisor by the Tuesday before the weekend of the change. Only changes by the custodial parent or legal guardian using the form will be accepted. Permanent additions must always be made by custodial parent or legal guardian and can be made at any time.

Transportation - ASD Bus Rules

Riding a bus or van is a privilege which may be denied if a student fails to follow the established rules. Acts of misconduct on the bus may be subject to suspension or expulsion from school. When students are suspended from riding a bus, parents become responsible for transporting their children to and from school.

- Students will stand back about ten (10) feet from the bus and wait until the door is opened before moving closer to the bus. While waiting, students are not to play on the highway or road. Unauthorized conduct at the bus stop, such as fighting or damage to property, may be subject to action by local police as well as from the school.
- Students will not be permitted to board or leave the bus at any place other than their destination. When entering or leaving the bus, students should proceed quickly and in an orderly manner.
- Students on buses are under the supervision of staff and are to always follow their directions. Principals are authorized to temporarily suspend students from riding a bus if they fail to obey.
- Students will refrain from distracting the driver, stay reasonably quiet, and leave other students alone. Students will not tamper with any of the safety devices on the bus, will remain seated while the bus is in motion and until the bus has stopped, and will not extend their hands, arms, heads, or bodies out of the windows.

- Students will not damage any part of the bus, clutter with paper or other objects, eat or throw food, or carry onto the bus sharp objects of any kind.
- Students who are to cross the road after leaving the bus are to go to a point on the shoulder of the road ten (10) feet in front of the bus. The bus driver or aide will signal for students to cross.
- Students will not throw objects in or out of the bus.
- Students will not “horse play” on the bus.
- Students will remain on the bus until a staff member directs them to unload.

Penalties for student incidents while riding or waiting for the bus are covered under the ASD’s Rules of Conduct and Discipline.

ENROLLMENT

Electronic Enrollment

Back to school forms are now entirely online through our secure online system where all required student forms are housed. In moving to an online registration system, Arkansas School for the Deaf takes seriously its commitment to protect your information. Any ASD electronic records must be appropriately retained / disposed of based on ASD’s records retention policy, similar to paper registration forms.

Minimum Age for Enrollment

Arkansas School for the Deaf provides programs and services for children birth through 21 years of age. Students may enter kindergarten if they will attain the age of five (5) on or before August 1 of the year in which they are seeking initial enrollment. Any student who has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days, who will become five (5) years old during the year in which he/she is enrolled in kindergarten, and who meets the basic residency requirement for school attendance may be enrolled in kindergarten upon written request to the District.

Any child who will be six (6) years of age on or before October 1 of the school year of enrollment and who has not completed a state-accredited kindergarten program shall be evaluated and may be placed in the first grade if the results of the evaluation justify placement in the first grade and the child’s parent or legal guardian agrees with placement; otherwise, the child shall be placed in kindergarten.

Any child may enter first grade if the child will attain the age of six (6) years during the school year in which the child is seeking enrollment and the child has successfully completed a kindergarten program in a public school in Arkansas. Any child who has been enrolled in the first grade in a state-accredited or state-approved elementary school in another state for a period of at least sixty (60) days, who will become age six (6) years during the school year in which he/she is enrolled in grade one (1), and who meets the basic residency requirements for school attendance may be enrolled in the first grade.

Required Enrollment Information

Prior to the child’s admission to ASD the following information must be obtained:

1. Social Security Number: The parent, guardian shall furnish the child’s social security number, or the district will assign the child a nine (9) digit number designated by the department of education. A student’s social security will not be made available to the public.

2. Documents: The parent, guardian shall provide the district with one (1) of the following documents indicating the child's age;
 - a. A birth certificate;
 - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - c. An attested baptismal certificate;
 - d. A passport;
 - e. An affidavit of the date and place of birth by the child's parent or guardian;
 - f. United States military identification; or
 - g. Previous school records.
 - h. School transcript for MS & HS students
3. Expulsion from another school: The parent, guardian, or other responsible person shall indicate on school enrollment forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. ASD reserves the right, after a hearing, not to allow any person who has been expelled from another school district to enroll as a student until the time of the person's expulsion has expired.
4. Immunization: The child shall be age appropriately immunized from poliomyelitis, diphtheria, tetanus, pertussis, red (rubella) measles, rubella, and other diseases as designated by the State Board of Health, or have an exemption issued by the Arkansas Department of Health. Proof of immunization shall be by a certificate of a licensed physician or a public health department acknowledging the immunization. Exemptions are also possible on an annual basis for religious reasons from the Arkansas Department of Health. To continue such exemptions, the exemptions must be renewed at the beginning of each school year. A child enrolling in a district school and living in the household of a person on active military duty has 30 days to receive his/her initial required immunizations and 12 months to be up to date on the required immunizations for the student's age.

Immunization Exemption

A student enrolled in the district who has an immunization exemption may be removed from school during an outbreak of the disease for which the student is not vaccinated at the discretion of the Arkansas Department of Health. The student may not return to the school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health.

Uniformed Services Member's Children

For the purposes of the Uniformed Services Members Policy,

- "active duty members of the uniformed services" includes members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211;
- "uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services;
- "Veteran" means: a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

The Uniformed Services Members Policy applies to children of: active duty members of the uniformed services; members or veterans of the uniformed services who are severely injured and medically discharged or retired for a

period of one (1) year after medical discharge or retirement; and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

An eligible child as defined in this policy shall:

1. be allowed to continue his/her enrollment at the grade level commensurate with his/her grade level he/she was in at the time of transition from his/her previous school, regardless of age;
2. be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in his/her previous school;
3. enter the district's school on the validated level from his/her previous accredited school when transferring into the district after the start of the school year;
4. be enrolled in courses and programs the same as or similar to the ones the student was enrolled in his/her previous school to the extent that space is available. This does not prohibit the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses/and/or programs;
5. be provided services comparable to those the student with disabilities received in his/her previous school based on his/her previous Individualized Education Program (IEP). This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
6. be enrolled by an individual who has been given the special power of attorney for the student's guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent;

Enrollment Transfer from Accredited, Non-Accredited or Home School

Any student transferring from a school accredited by the Arkansas Department of Education (ADE) to Arkansas School for the Deaf (ASD) must first enroll in his/her local school district. Students who transfer into the district from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school.

The district shall make no attempt to ascertain the immigration status, legal or illegal, of any student or his/her parent or legal guardian presenting for enrollment.

The local school district will refer the student directly to ASD. Students who transfer into the district will be given weighted credit for the Advanced Placement courses, International Baccalaureate courses, honors courses approved by ADE, and concurrent classes taken for weighted credit at their previous schools on appropriate grading scale.

The transcript of a student transferring from an accredited school will be accepted at face value.

Home-schooled students shall be evaluated by the district to determine their appropriate grade placement. Students transferring to ASD from a home school or a non-accredited school will be evaluated as follows:

Grades 1-8: Principals will use all available information in making grade placement decisions. The principal may change the placement depending on the performance of the child. Principals may require information testing to determine placement.

Grades 9-12: Student in grades 9-12 who have completed course work in another school will be required to take tests in the academic areas for which credit is desired. The tests will be considered by the appropriate departments. The percent of material mastered on the test will determine the credit.

Transfer Admission Requirements

Prospective students may be referred to the Arkansas School for the Deaf by their local school district. The following enrollment information is requested for review by the Arkansas School for the Deaf Eligibility Committee:

1. Application (completed in full & signed by parent/guardian)
2. Audiology Report
3. Physical examination (to include written Rx if the student is on medication)
4. Social History form
5. Information Release form
7. Informed Consent
8. Immunization Record
9. Birth Certificate (optional)
10. Medicaid Number (if applicable)
11. Copies of pertinent medical records
12. Consent for Temporary Placement/Initial Placement into Special Education
13. Referral from Local School District
14. Initial Evaluation/Re-evaluation Due Process forms and relevant evaluations
15. Copy of school transcript/grades
16. Copy of most recent or current Annual Review and Individual Education Plan

ATTENDANCE POLICY

A.C.A. 6-18-202 Age and residence for attending public schools

The public schools of any school district in this state shall be open and free through completion of the secondary program to all persons in this state between the ages of five (5) and twenty-one (21) years whose parents, legal guardians, or other persons having control of the person under an order of a court reside within the school district and to all persons between those ages who have been legally transferred to the district for education purposes.

Compulsory Attendance Policy

Every parent, guardian, or other person having custody of any child age five (5) through seventeen (17) on or before August 1 of that year who resides, as defined by policy within the District shall enroll and send the child to a District school with the following exceptions.

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Department of Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

Students should attend school unless illness or extenuating circumstance justifies an absence. Students are required to maintain prompt and regular attendance in accordance with school policy. Parents have the responsibility to monitor attendance and to familiarize themselves with policies pertaining to the educational program of the school.

Tardies

Elementary and Middle School late arrivals must be accompanied by the parent/guardian to be signed in. High school students that arrive 5 or more minutes late to school must sign in at office and bring a note from parent/guardian or staff member with reason for tardiness. Those who do not have a note or pass will be given an unexcused tardy.

Absences

If any student's Individual Education Program (IEP) conflicts with this policy, the requirements of the student's IEP take precedence.

Education is more than the grades students receive in their courses. Regular attendance at school is essential to their social and cultural development and helps prepare them to accept responsibilities they will face as adults. Interaction with other students and participation in the instruction within the classroom enrich the learning environment and promote a continuity of instruction which results in higher student achievement.

Excused Absences are defined as follows:

1. Those where the student was on official school business;
2. The absence was due to illness or a reason mentioned below, and the student brings a written statement to the principal from the parent or legal guardian within 2 days of the absence and stating such reason.;
3. If the student's illness could jeopardize the health of other students
4. Head lice infestation is excused for one day per occurrence;
5. Death or illness in the immediate family (immediate family members are student's spouse, child, parent or relative living in the same residence);
6. Observance of recognized holidays observed by their faith;
7. Attendance at an appointment with a government agency;
8. Attendance at a medical appointment;
9. Participation in an FFA, FHA, or 4-H sanctioned activities;
10. Exceptional circumstances with prior approval of the principal;
11. Participation in the election poll workers program for high school students;
12. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee;
13. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12);
14. Students who serve as pages for a member of the General Assembly shall be considered on instructional assignment and shall not be considered absent from school for the day the student is serving as a page;
15. Students who attend in-school suspension shall not be counted absent for those days.
16. High School Juniors and Seniors will be allowed 3 days excused absences to visit prospective colleges.

If the School Nurse has issued a recommendation for an excused absence from classes for the day, the same restriction shall prevail at night. In cases of extreme emotional distress, the Counselor may excuse absences, at which time the same restriction shall prevail at night.

Unexcused Absences

Absences not defined above or not having an accompanying note, e-mail, text, or telephone call from the parent or legal guardian to the school secretary, presented within 2 days of the absence, shall be considered unexcused absences. **The maximum number of unexcused absences allowed by ASD is ten (10) per semester.**

Students who miss up to three (3) unexcused days within a school year will have their parents/guardians contacted by the school. The office will notify the parents/guardians after the first unexcused absence.

The school counselor may be contacted to offer help to the student and/or student's parent or guardian; however, the office and building level administrator will be responsible for contacting the parent once the maximum number of absences have been accumulated.

When a student has had five (5) unexcused absences in a school year, the student is identified as a Chronic Truant and the student's attendance records will be flagged (CT). A letter will be sent from the school office to the parent notifying them of their child's absences and making them aware that on the 10th unexcused absence a FINS petition could be filed with the appropriate authorities. Teacher of Record will call a meeting to discuss attendance concerns along with parents/guardians and school personnel.

When a student has five (5) unexcused absences which is half the total unexcused absences permitted per semester, his/her parents, guardians and the student's LEA shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail sent no later than the following school day. —School personnel will continue to work with the student and family to correct the attendance problem.

Excessive Unexcused Absences

When a student has had ten (10) unexcused absences in a school year, the student is identified as a Habitual Truant and the student's attendance records will be flagged (HT). If a student is enrolled in the Middle School or High School and is under the age of eighteen (18), the child will be referred to truancy court for a violation of compulsory school attendance. Students who are determined to be in violation may be placed on probation by court and will be monitored more closely by the school counselor. If a student violates the terms of probation, the student will be referred back to court for additional action.

During any stage, the school counselor, designee, and administration are encouraged to work with families to remove barriers that prevent regular school attendance.

For anyone currently in high school, the course audit will be applied upon the student; should he/she miss at least 10 school days. The office will notify the parents/guardians every time once he/she misses school after the 5th absence.

When a student exceeds ten (10) unexcused absences in a semester, the district shall notify the student's parent and the student's LEA who will notify the local prosecuting authority, and the parent or guardian shall be subject to a civil penalty through a family in need of services (FINS) action in circuit court not to exceed \$500 plus cost of court and any reasonable fees assess by the court.

Students with ten (10) or more unexcused absences in a course in a semester may fail to receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

At any time prior to a student exceeding the number of unexcused absences permitted by this policy, the student, or his/her parent or guardian may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student, the student's parent or guardian and the district administrator or designee.

Students receiving suspension will be charged with unexcused absence for the number of days serving out of school suspension.

If any student's Individual Education Program (IEP) conflicts with this policy, the requirements of the student's IEP take precedence.

Course Audit Policy

The maximum number of excused and unexcused absences allowed per class is 10 for classes that meet daily. A letter will be sent home after the 5th absence in a semester to notify parents/guardians that their son/daughter is reaching the maximum allowed by the Arkansas School for the Deaf Attendance Policy. Subsequent letters will be sent home for every absence. After the 10th absence, a staffing will be called by the Teacher of Record. Student may be placed in audit status for the course(s) that apply. When a student is placed on audit status, he/she may not receive a credit at the end of the semester for that class. In instances where a student's excessive absenteeism is due to reasonable causes, i.e., serious/prolonged illness, serious/prolonged injury, family emergency, etc., the student will not be placed on audit status. However, absences will still be monitored. A combination of absences due to non-school related reasons which cause the student to exceed the maximum allowed by this policy will result in the student being placed on audit status.

Absences for School Sponsored Activities

A student may be excused for school-sponsored activities. These absences are not recorded as an absence from school and the student has the right to complete all assignments made during his/her absences. Assignments must be completed within a reasonable time period as determined by the instructor of any classes missed.

No student may participate in any school activity (athletics, concerts, plays, etc.) or practice for such an event on a day when the student was absent for more than 2 periods. There may be extenuating circumstances for more than one-half day. This absence will be evaluated by the principal before the student can be declared an eligible participant of the school activity.

Absences for Medical Reasons

Act 1223 does not prohibit students from missing school for medical or dental treatment. If a student's treatment will require excessive absences, the student's parent or guardian may petition the school administration for special arrangements to address the student's absences. The petition must be made before the student accumulates the maximum number of absences (16) allowed under the policy; and allow exceptions as necessary to satisfy an Individualized Education Program (IEP).

This policy will allow a student having excessive absences because of illnesses, accident, or other unavoidable reasons be given assistance obtaining credit for enrolled courses.

ACADEMIC PROGRAMS

Early Leap (Ages Newborn – 3 years)

The Early Leap Program offers both home visits and play groups for very young children. EARLY LEAP is a family-centered program for infants and young Deaf or Hard of Hearing children. Services through this program are offered statewide and occur in the child's most natural learning environment – home and community. EARLY LEAP services are designed to strengthen family communication and encourage the development of language and social skills at an early age.

Since early access to language and communication is critical to a child with a hearing loss the EARLY LEAP staff focus on building communication skills necessary to:

- Enjoying a relationship with family members
- Reaching important developmental milestones
- Accessing information
- Telling you how he feels
- Making friends
- Playing

Preschool Age Children living Outside of the Little Rock Area:

The EARLY LEAP staff members are available to conduct periodic home visits with families of young Deaf and Hard of Hearing children or meet with local preschool staff to support early learning. For more information, contact the Early Leap Statewide Services office.

Early Childhood Center

The Arkansas School for the Deaf's Preschool program is a continuum of bilingual curricula for children ages two to five years. The curriculum is child-centered and project-based to provide each child a nurturing and developmentally appropriate educational environment. All aspects of the curricula focus on using research-based principles of learning and childhood developmental milestones as the foundation for lessons and activities.

Teachers design plans and organize the classrooms to promote each child's social-emotional, cognitive, and physical development based on individual strengths and interests. Children actively play and learn in the following centers: Blocks, Drama, Table Toys, Art, Sensory, Technology, and Literacy (Reading and Writing). Children experience a variety of gross motor activities, both indoor and outdoor, on a daily basis. Assessment Teachers and assistants evaluate each child's progress through portfolio assessment. Parent-Teacher conferences are held at the end of each semester to review progress and plan goals for the child. Portfolios are given to the family at the end of each semester. Communication between home and school is very important. Communication between teacher and parent will be ongoing through, Student Communication Books, monthly newsletters, emails, and/or personal communication. If you have a change in plans regarding pick up time, doctor's appointment, or another important message, please write in the student's communication book or on a note. For a daily class schedule, please contact the Principal.

Elementary School (Grades K-5)

The primary goal of the Elementary Program is to provide students with a strong academic foundation for success when they transition to middle school and high school. Therefore, students develop critical literacy fluency in two languages – English and ASL.

Also in elementary school, students are offered experiences that will enhance the acquisition of the behaviors, attitudes, and. Caring adults who are licensed teachers provide these bilingual bicultural experiences that support each child's self-esteem and pride in family, community, ethnic, and linguistic heritage. We view ourselves as members of a world community with a variety of values and traditions. We feel that educational opportunities to learn about and value other cultures and traditions are important to the understanding and respecting of one's own individual culture and traditions.

Daily Schedule

- Please see your child's classroom teacher for the classroom schedule.
- Class begins at 8:00 a.m. and dismissal is at 3:30 p.m. Monday through Thursday.
- Dismissal on Friday is at 1:00 p.m.

Elementary Groups

ASD Elementary School categorizes grade levels

- | | |
|---------|---|
| Group 1 | Kindergarten-2 nd Grade |
| Group 2 | 3 rd , 4 th & 5 th Grade |

Elementary Grading and Evaluation

Grading System for Group 1 – Skills Check List

PA = Progressing Appropriately

PS = Progressing with support

AC = Area of concern

NI = Not initiated

Grading System for Group 2 (Grades for Grades 3-4)

- | | |
|---|--------------|
| A | 100-90 |
| B | 89-80 |
| C | 79-70 |
| D | 69-65 |
| F | 64 and below |

Middle School (Grades 6 – 8)

The ASD Middle School is comprised of the sixth through the eighth grades. When students enter our doors, we focus on one goal – give them the skills they need to be successful in their chosen college and/or career pathway. Since reading, writing, and computing are skills basic to success in our society, we believe that the teaching of them is not restricted to any one academic discipline but is rather a shared responsibility of students and teachers.

Students experience two important transitions: from elementary school to middle school and from middle school to high school. During these transitions, students experience significant physical, social, emotional, and cognitive growth.

Our middle school teachers and staff serve as instructors and role models to help students achieve personal and academic success during those times of growth.

Many middle grades students are not concerned with looking beyond the next ballgame or party. Although they participate in job exploration and guidance activities, they may not realize the importance of the middle grades to their future education and careers. At ASD, our goal is to help students learn to set goals for themselves, and to leave the eighth grade ready to succeed in challenging, college and career preparatory courses in high school.

Middle School Schedule

Some classes will be assigned double periods – to create a block schedule. Extended class periods allow teachers more opportunities to implement differentiated instruction strategies and to provide deeper learning. Provide additional opportunities for remediation, guided practice, and/or enrichment and extension all in the same class period. Students take four classes each nine weeks. For a class schedule, please contact the Principal.

High School

The ASD High School is more than just another high school. Coursework and instruction are specifically tailored to give Deaf and Hard of Hearing students the support and high expectations needed to succeed. Today's students live in an era driven by math, science, technology, and information. Consequently, we must prepare them with the essential skills they need to prosper in a data-based economy. With the new 1:1 Laptop Program, students gain significant experience in accessing and learning through technology.

The ASD High School is both a traditional comprehensive high school and a recently redesigned focus on technical education (CTE), to ensure that ASD graduates leave with the skills and abilities to thrive their chosen career. The most notable recent change is a greater connection between our students and the business community. Quarterly, Deaf professionals from the local and national community come share their experiences with ASD students. They describe how they achieved success. Also, our students have increased opportunities to visit a variety of workplaces, shadow professionals, and even work in the business community.

High School Schedule

Some classes will be assigned double periods – to create a block schedule. Extended class periods allow teachers more opportunities to implement differentiated instruction strategies and to provide deeper learning. Provide additional opportunities for remediation, guided practice, and/or enrichment and extension all in the same class period. Students take four classes each nine weeks. For a schedule, please contact the Principal.

Grading and Evaluation - Middle School & High School

Parents or guardians shall be kept informed concerning the progress of their student. Parent-teacher conferences are scheduled annually, but also may be requested at any time by parents, guardians, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher will reach out to parents to promote teamwork in addressing concerns. The teacher will explain the reasons for difficulties and will develop, cooperatively with the parents, a plan for remediation which may enhance the probability of the student succeeding. The school will also send timely progress reports and issue grades for each nine-week grading period to keep parents/guardians informed of their student's progress.

Middle School Grading

Scores for Grades 6 – 8:

90 – 100	Grade Point = 4
80 – 89	Grade Point = 3
70 – 79	Grade Point = 2
60 – 69	Grade Point = 1
59 and below	Grade Point = 0

Middle School students who enroll and pass the ADE Approved Algebra 1 course earn one credit toward their high school credits.

High School Grading

Scores for Grades 9 – 12:

90 – 100	Grade Point = 4
80 – 89	Grade Point = 3
70 – 79	Grade Point = 2
60 – 69	Grade Point = 1
59 and below	Grade Point = 0

The e-School program that produces student report cards computes the student GPA automatically according to numerical grades and number of classes.

Honor Roll

High School and Middle School Honor Roll will consist of the following levels:

High Honors	4.0 - 3.70
Honors	3.69 - 3.40 with no course score below 80
Honorable Mention	3.39 - 3.25 with no course score below 80

The e-School program that produces student report cards computes the student GPA automatically according to numerical grades and number of classes.

Student Acceleration

The School believes that acceleration is an effective and research-based intervention for the academic growth of students who are ready for an advanced or faster-paced curriculum. It can allow a student to move through the traditional educational setting more rapidly, based on assessed readiness, capability and motivation. At the same time, the School understands that acceleration is not a replacement for gifted education services or programs.

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12 time span. Either form of acceleration can be triggered by a parent/guardian, student, or community member's request or by the referral of school personnel.

Student Promotion and Retention

A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents or guardians shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each

parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

Promotion or retention of students, or their required retaking of a course shall be a team decision based on the best interest of the student. If there is doubt concerning the promotion or retention of a student, or their required retaking of a course, a conference between the parents/guardians, teacher(s), special education representative, the principal, and other pertinent personnel shall be held before a final decision is made. The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement, the final decision to promote or retain shall rest with the principal or his/her designee.

Promotion/retention or graduation of students with an Individual Educational Plan (IEP) shall be based on their successful attainment of the goals set forth in their IEP.

ASD Learning Center - Tutoring Program

The Arkansas School for the Deaf Tutoring Program is a service for students who require or request additional support with homework and classwork. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support.

Students can get help with specific subject areas (math, science, humanities, Spanish, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance simply by emailing the Tutoring Program Coordinator.

The Tutoring Program Coordinator recruits and organizes volunteer tutors (including peer mentors, alumni, parents, and volunteers from the community), then matches them with students, either one-on-one or in small groups.

In addition to matching tutors with students the Tutoring Program also provides:

A safe space to study without the stigma of "special needs"

The program welcomes any student who wants to ask a few questions or even just sit quietly and do homework in the company of others. Students of all levels are encouraged to take advantage of the Tutoring Program to help maximize their opportunities for success in high school.

Healthy snacks to help students focus

Food initially attracts many students to the program and often motivates them to continue attending. We typically have coffee, tea, water, and fruit available during the school day as well as a nutritious after school snack Monday - Thursday, 3:45pm - 4:45pm. Students who voluntarily extend their school day need additional nourishment to continue focusing on their studies so late into the afternoon.

A welcoming atmosphere with academic and emotional support

Our volunteer tutors and study coaches are dedicated to helping our students succeed! We always remember that it is not easy to be a teenager, and asking for help with difficult coursework is a challenge all on its own.

TUTORING HOURS

Hours: 3:00 p.m. - 8:00 p.m. Monday - Thursday

Office Phone: (501) 246-8474

Mobile Tutor Hotline: (501) 410-4701 (text only)

Elementary Tutoring Program

Hours: 3:30 p.m. – 7:00 p.m.

Make-up Work

Students who miss school due to an absence shall be allowed to make up the work they missed during their absence under the following rules:

- Students are responsible for asking the teachers of the classes they missed what assignments they need to make up; students are required to ask for their assignments on their first day back at school or their first class day after their return.
- Teachers are responsible for providing the missed assignments when asked by a returning student.
- Make-up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
- Students shall have one class day to make up their work for each class day they are absent.
- Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.
- Students are responsible for turning in their make-up work without the teacher having to ask for it.
- Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
- As required/permitted by the student's Individual Education Program or 504 Plan.

Work may not be made up for credit for absences in excess of the number of allowable absences in a semester unless the absences are part of a signed agreement as permitted by Absences Policy.

Incomplete Work

With advanced notification to the principal's office and valid documentation (doctor's excuse, etc.), a grade of 'incomplete' may be given to a student when the student is excused for:

- a) an extended illness during a grading period;
- b) a family emergency during a grading period that required an extended absence;
- c) a short term illness or family emergency immediately preceding the end of a grading period.

All incomplete grades must be removed by the end of the following reporting period. Incomplete grades given for the second semester must be made up within fourteen (14) calendar days after the last day of school. If the work is not completed during the specified time, a zero (0) will be assigned for the missing work, and the teacher must determine the final grade for the reporting period. Exceptions to this policy will be made only with the approval of the Administration.

Homework Policy

Homework assigned during class to be done outside the regular class meeting time (at home, in the dormitory, or some other location), is an integral part of the educational program. Homework should be meaningful and relevant both to class work and to the student. It should help the student develop useful skills and gain increased insight into class work. All homework should contribute directly as well as indirectly to the student's performance evaluation.

All students are expected to complete the given homework assignment within the time frame given by the teacher. Homework decisions, including due dates and extension dates, are at the discretion of the classroom teachers. Assignments will not involve skills/concepts which have not been previously taught.

Students have the responsibility of having homework time scheduled after school, whether they live in the dorm or in the home, to complete their homework and to study. If the student has an excused absence from school, she/he may make up any homework that she/he may have missed. Repeated missed homework may result in a note, conference, or phone call. Parents shall be notified of this policy at the beginning of each school year.

Field Trips

Field trips are an important aspect of the ASD educational program. Visits to the various museums, government offices, and historic sites are an integral part of the program. Trips not related to our educational program will not take place during the school day. Building Supervisor shall approve all field trips.

Guest Speakers

Guest speakers are an important part of the educational experience at ASD. They often provide students authentic and first-hand information which supplements and enriches the education program. All speeches and presentations must be related to a particular activity or curriculum. Building Supervisor shall approve all guest speakers.

Extra-Curricular Activities Participation Eligibility

It is the ASD policy that extra-curricular activities, although important, will not supersede educational goals. Interruptions and absences due to extra-curricular activities will be limited.

“Extracurricular activities” are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, athletics, academic competitions, field trips, and club activities.

Students must maintain a 2.0 grade point average in the term prior to their participation in the sports or academic extra-curricular activity or otherwise meet specific passing criteria for his/her classes for each midpoint and grading period. The athletic director will review interim and 9 week reports confirming eligibility for sports; the academic bowl sponsor will review grades for students participating in academic competitions.

The privilege of participating in extra-curricular activities at the Arkansas School for the Deaf is earned not only through satisfactory levels of coursework but by the student’s conduct and behavior. An incident report for a student participating in sports must be reviewed by the principal and coach to determine if that student should be ineligible for one or more sports events. An incident report for a student participating in academic competition(s) will be reviewed by the principal and sponsor in determining eligibility for competition. Any student in ISS or suspended from school may not participate in any extra-curricular activities during the suspension period.

To be eligible to participate in extra-curricular sports activities, each student who participates must have a physical examination on file for the current school year with the ASD Health Services prior to the first day of practice. There are specific papers to be filled out by the family and the medical physician. Parents/Guardians are advised to schedule the annual physical during the summer to avoid any delay in their child’s participation in a given sport. *No student will be allowed to begin practice without the physical examination.*

HIGH SCHOOL CURRICULUM

Advanced Placement and Honors

“Advanced Placement Course” means a high school preparatory course for a College Board Advanced Placement test that incorporates all topics specified by the College Board and the Educational Testing Service on its standard syllabus for a given subject area and is approved by the College Board and Educational Testing Service.

The grade point values for Advanced Placement (AP) and approved honor courses shall be one point greater than for regular courses with the exception that an F shall still be worth 0 points. Students in grade 7-12 who take Advanced

Placement (AP) courses or ADE Approved honors courses or concurrent college courses approved for weighted credit by the Arkansas Department of Education shall be graded according to the following schedule:

A = 90-100	A = 5 points
B = 80-89	B = 4 points
C = 70-79	C = 3 points
D = 60-69	D = 2 points
F = 59 and below	F = 0 points

"Weighted Credit" means additional *quality points* for designated AP courses that will be contingent upon the teacher having obtained or is currently participating within the ATP program. Students desiring weighted credit must also take the applicable AP and/or IB examination after having completed the entire compatible AP and/or IB course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable AP or IB exam. Students who do not take the AP exam shall receive the same numeric value for the grade he/she received in the course as if it were a non-AP course.

Students who transfer into the district will be given weighted credit for the AP, or ADE Approved honors courses and concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale.

"Honors Courses" are those courses that have been approved by a Department of Education Committee as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation, Arkansas Public Schools.

If a student meets requirements for AP, or ADE Approved honors courses, classes not offered at ASD will be given through the Distance Learning Center or a local public school district.

Quarterly grades will be reported to the student, his/her parents/guardian, and will be placed in the student's permanent file. Interim reports on the student's progress, which may include written comments, will be reported at least four weeks before the close of the quarter. Any time the teacher or administration believes there to be sufficient reason for additional reporting, the parents/guardians will be notified.

Core subjects and academics electives will be given a grade. Each grade is converted to a numerical value. Add all numerical values and divide by the number of actual classes taken to calculate the GPA. To reach a four-year average, the student's number of classes and GPA for each semester will be used to compute that average.

Concurrent Credit

Ninth through twelfth grade students who successfully complete college courses from an institution approved by the Arkansas Department of Education (ADE) shall be given credit toward high school grades and graduation at the rate of one high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, prior to enrolling for the course, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

Students who take a three-semester hour remedial/developmental education course, as permitted by the ADE Rules Governing Concurrent College and High School Credit, shall be the equivalent of one-half unit of credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.

Participation in the concurrent high school and college credit program must be documented by a written agreement between: The District's student, and his or her parent(s) or guardian(s) if the public school student is under the age of eighteen (18); the District; and the publicly supported community college, technical college, four-year college or university, or private institution the student attends to take the concurrent credit course.

Students are responsible for sending the transcript for the concurrent credit course(s) they've taken sent to the Arkansas School for the Deaf in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Transcripts for students who take concurrent credit courses as partial fulfillment of the required full day of class for students in grades 9-12 must be received by the school within 10 school days of the end of the semester in which the course was completed. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received in time, or at all. This may jeopardize students' eligibility for extracurricular activities, graduation, or promotion.

Students will retain credit earned through the concurrent credit program which was applied toward a course required for high school graduation from a previously attended, accredited, public school. Remedial classes and math classes lower than College Algebra shall not receive credit.

Graduation Requirements

The Arkansas Department of Education (ADE) dictates that to be eligible for high school graduation a student must earn 22 units from the categories listed in the following Smart Core and Core Curriculum summaries.

In addition to the 22 units required by the ADE, ASD requires Smart Core students reading below grade level to complete 3 additional units of remedial English to be taken during the grades 9 – 11. A Smart Core student reading at grade level is not required to complete additional remedial English courses. ASD may require 25 units for graduation eligibility.

ASD requires Core Curriculum students to complete 3 additional units of electives to be taken during grades 9-11. The 3 additional required units may vary for a transferring student depending on when and at what grade level the student enrolls in the district. With the addition of these 3 units ASD requires 25 units for graduation eligibility.

English – 4 units

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade or Transitional English 12

Mathematics – 4 units (or 3 units of **Math** and 1 unit of **Computer Science***) *At least one MATH unit must be taken in Grade 11 or Grade 12.*

- Algebra I (or Algebra A & Algebra B - Grades 7-8 or 8-9)
- Geometry (or Geometry A & Geometry B - Grades 8-9 or 9-10)
- Algebra II
- Fourth math - Advanced Topics and Modeling in Mathematics, Algebra III, Calculus, Computer Science and Mathematics, Linear Systems and Statistics, Transitional Math Ready, Mathematical Applications and Algorithms, Pre-Calculus, or an Advanced Placement mathematics - Comparable concurrent credit college courses may be substituted where applicable.

Science – 3 units with lab experience (or 2 units with lab experience and 1 unit of Computer Science*)

Biology – 1 unit (All students must have 1 unit in Biology, IB Biology, ADE Biology, ADE Approved Biology Honors, or Concurrent Credit Biology.)

Physical Science, Chemistry, or Physics – 2 units

Social Studies – 3 units

Civics - ½ unit

World History - 1 unit

U.S. History - 1 unit

Other social studies - ½ unit

Oral Communications – ½ unit

Physical Education – ½ unit

Health and Safety – ½ unit

Economics – ½ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ unit

Career Focus – 6 units

***Computer Science – (optional)** A flex unit of *Computer Science and Mathematics, Essentials of Computer Programming, AP Computer Science, or IB Computer Science* may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the computer science courses listed above may replace the 4th math requirement and the 3rd science requirement. If the 4th math requirement and the 3rd science requirement have been met through other coursework, any of the computer science courses listed above may be used for career focus credit.

Each high school student shall be required to take at least one digital learning course for credit to graduate. (Act 1280 of 2013)

Students seeking a high school diploma or high school equivalency diploma are required to pass the Arkansas Civics Exam with a score of 60% or better. (ACT 478 of 2017)

CAREER FOCUS: Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

The Core and career focus units must total at least twenty-two (22) units to graduate. ASD requires three (3) additional units of electives to be taken during the grades 9 - 12. Under the Core Curriculum a student needs 25 units to graduate if the student's reading level is below grade level. The additional required units may vary for a transferring student, depending on when and at what grade level the student enrolls in the district.

Smart Core Curriculum & Core Curriculum

Smart Core is the college and career-ready set of courses that is the default curriculum for all Arkansas public high school students. All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Waiver Form* will be sent home with students prior to their enrolling in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the

students' permanent records. Parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the requirements of their IEP (when applicable) to be eligible for graduation.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships, and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum providing they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least every other year to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This may be accomplished through any or all of the following means:

- Smart Core curriculum and graduation requirements are included in the handbook;
- Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter;
- Discussions held by the school's counselors or teachers with students and their parents; and/or
- Distribution of newsletter(s) to parents or guardians of the district's students.

Valedictorian/Salutatorian

A committee of High School Staff shall determine rankings of the students. This committee will consist of at least 3 members, two senior class sponsors and the secondary principal. From this ranking, the Valedictorian and Salutatorian will be determined.

To be considered for Valedictorian and Salutatorian honors, graduating seniors must have a Grade Point Average (GPA) of 3.2 or better in all subjects, for their years in high school. For Valedictorian and Salutatorian honors, we will compute up to the first semester of the senior year. Should there be no student who has attained a GPA of 3.2 or better for the graduating class, the Valedictorian/Salutatorian honors will not be given. Students who transfer to ASD from other schools must be at ASD for two years to be considered for these two honors.

In cases of ties, the highest GPA in the academic core classes will be considered. Core classes are English, Reading, Mathematics, Science, and Social Studies. If a tie still remains, then the GPA for all vocational courses will be computed and the highest GPA will break the tie. If a tie still exists, the highest number of grades of A will be considered, the number of B's, and so on. If, after this, a tie still exists, the number of semesters at ASD will be used.

POLICY & PROCEDURES FOR A SAFE SCHOOL

ASD staff is charged with the responsibility of providing an orderly and safe environment for all students in order to help them take their places as independent and productive members of society. Students will be subject to the established disciplinary regulations for any incident occurring on any property owned by the Arkansas School for the Deaf, before, during, and after school hours and also while attending school-sponsored activities on or off school property.

Positive Behavioral Interventions and Supports (PBIS)

The philosophy of ASD's management of student behaviors is to emphasize positive behavioral strategies when working with students. In accordance to the belief of positive interventions ASD has adopted a common set of core beliefs regarding discipline. **NOTE: SEE PBIS GUIDELINES FOR SUCCESS - PAGE 82**

PBIS emphasizes four integrated elements:

1. data for decision making,
2. measurable outcomes supported and evaluated by data,
3. practices with evidence that these outcomes are achievable, and
4. systems that efficiently and effectively support implementation of these practices.

These four elements are guided by six important principles:

1. Develop a continuum of scientifically based behavior and academic interventions and supports
2. Use data to make decisions and solve problems
3. Arrange the environment to prevent the development and occurrence of problem behavior
4. Teach and encourage pro-social skills and behaviors
5. Implement evidence-based behavioral practices with fidelity and accountability
6. Screen universally and monitor student performance & progress continuously

Corporal Punishment

Corporal punishment in any form will not be used as a disciplinary measure in the schools or dorms at the Arkansas School for the Deaf by any teacher, dorm supervisor, administrator, or other school personnel.

Anti-Bullying Policy

Bullying – the intentional harassment, intimidation, humiliation, ridicule, defamation, threat, or incitement of violence on a continual basis by a student against another student This harassment may occur by a written, verbal, electronic, or physical act that causes or creates a clear and present danger of one of more of the following:

- Physical harm to a public school employee or student or damage to the public school employee's or student's property;
- Substantial interference with a student's education or with a public school employee's role in education;
- A hostile educational environment for one or more students or public school employees due to the severity, persistence, or pervasiveness of the act, ; or
- Substantial disruption of the orderly operation of the school or educational environment.

"Electronic Act" means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or tablet that results in the substantial disruption of the orderly operation of the school or educational environment.

"Harassment" means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and

“Substantial Disruption” means without limitation that any one or more of the following occur as a result of the bullying:

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Bullying is prohibited:

- While in school, on school equipment or property
- In school vehicles
- On school buses
- At designated school bus stops
- At school-sanctioned events
- By an electronic act that results in the substantial disruption of the orderly operation of the school or educational environment, whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school.

Believing that prevention is the strongest means available in eliminating bullying, the Arkansas School for the Deaf will offer programs and educational materials regarding the nature of bullying, its consequences should a child choose to engage in this type of behavior, and the procedures for reporting an incident which involves bullying. The information will emphasize that ASD will not tolerate bullying, and that school employees, volunteers, and students are encouraged to report any instances of bullying without fear of consequences. Any reports will take into account the age of the offending student, the level of seriousness of the behavior, and whether or not the offending student has developed a habit of engaging in bullying behaviors. Appropriate measures will be taken when dealing with such students. A school principal or his/her designee who receives a credible report or complaint of bullying shall promptly investigate or make a record of the investigation and any action taken as a result of the investigation.

Students or adults who knowingly fabricate allegations and falsely accuse a student of being a bully will be subject to disciplinary action. Individuals who withhold information, purposely provide inaccurate facts, or otherwise hinder an investigation of a student for bullying, shall be subject to disciplinary action.

Reporting Procedures

- Arkansas School for the Deaf will be utilizing an anonymous reporting service called “STOPit”. STOPit services allow parents, students, or staff to make an anonymous report for bullying/cyberbullying, inappropriate student/teacher relationships, violence/threats, hazing, weapons possession, drugs/alcohol, substance abuse, and intolerance/discrimination. Students can make these reports using an app from their smart phone or on a computer. Reports will be directed to the appropriate administrator for investigation.
- Any student who is a victim of bullying or who witnesses or has reliable information that a student has been victim of bullying should report the incident to the building administrator. The student’s identity will be kept anonymous if he/she feels in danger of retaliation.
- Any school employee who witnesses or has reliable information that a student has been a victim of bullying will report the incident to any administrator. Any school employee who reports violations of this policy will be immune from any tort liability that may arise from the failure to remedy the reported incident.

- The building administrator will act promptly to investigate all complaints of bullying. If it is determined that bullying has occurred, the administrator will discipline any student or group of students according to the consequences listed below.

Cyberbullying of School Employees is expressly prohibited and includes, but is not limited to:

- Building a fake profile or website of the employee;
- Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
- Posting an original or edited image of the school employee on the Internet;
- Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee; making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
- Signing up a school employee for a pornographic Internet site; or
- Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Disciplinary Actions for Bullying

After completing an investigation of the reported incident, a student who was found to have participated in bullying behavior will be subject to disciplinary action that is appropriate to the degree of seriousness of the bullying behavior. Such disciplinary actions may include:

Counseling
 Contact by Principal or Counselor with Parents/Guardian
 Detention
 In-School Suspension
 Revocation of Dormitory Privileges
 Parent Conference
 Out-of-School Suspension (3 days)
 Due Process Manifestation Determination
 Contact Police
 Expulsion

Public Displays of Affection (PDA)

Arkansas School for the Deaf recognizes that genuine feelings of affection may exist between two students. We believe it is important to take a proactive approach to promoting positive and healthy peer relationships. Students are taught expectations related to appropriate and inappropriate public displays of affection (PDA). Inappropriate PDA includes physical contact that may make others in close proximity feel uncomfortable or serve as a distraction for themselves as well as innocent onlookers.

Students may engage in appropriate public displays of affection. However, students shall refrain from inappropriate public displays of affection while on campus or while attending and/or participating in a school-related activity.

Appropriate Displays of Affection include:

- Holding Hands
- Brief Hugging

Inappropriate Displays of Affection include but are not limited to:

- Kissing
- Fondling
- Cuddling
- Inappropriate Touching
- Excessive Rubbing/Massaging

Disciplinary Actions:

Inappropriate Public Displays of Affection (PDA) will not be tolerated. Students caught engaging in such practices are subject to the following disciplinary actions.

- *1st Offense* = Verbal Warning. Parents informed of the issue.
- *2nd Offense* = Written Warning. Parent conference on the issue.
- *Subsequent Offenses* = In-School Suspension. Parent conference on the issue. Loss of dorm level.

Dating Violence, Discrimination, Harassment, and Retaliation

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, gender, national origin, sexual orientation, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

Sexual harassment of a student by an employee, volunteer, or another student is prohibited. Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. Romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual. Examples of prohibited sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Retaliation

Retaliation against a person, who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with ASD's investigation, however, may be subject to appropriate discipline. Retaliation against a student might occur when a student receives threats from another student from an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic in the classroom.

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. If law enforcement or other regulatory agency notifies the School that it is investigating the matter and requests that the School delay its investigation, the School will resume the investigation at the conclusion of the agency's investigation. During the course of an investigation and when appropriate, the school will take interim action to address the alleged prohibited conduct. If the School's investigation indicates that prohibited conduct occurred, appropriate disciplinary or corrective action will be taken to address the conduct. The School may take disciplinary action even if the conduct that is the subject of the complaint was not unlawful. All involved parties will be notified of the outcome of the School investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

Closed Campus

All schools in the District shall operate closed campuses. Students are required to stay on campus from their arrival until dismissal at the end of a regular school day unless given permission to leave the campus by a school official. The custodial parent or legal guardian must call the school or personally check the student out of school. Student or parents or guardian must sign out in their respective school office upon their departure. (Adopted July 16, 2013)

Student Vehicles

Students who have presented a valid driver's license and proof of insurance to the appropriate personnel office may drive their vehicle to school. Vehicles driven to school shall be parked in the area designated for student parking.

Students are not permitted to loiter in parking areas and are not to return to their vehicles for any reason unless given permission by a school administrator. There should be no expectation of privacy in vehicles parked in school parking areas. Drivers of vehicles parked on the school campus will be held accountable for illegal substances or other prohibited items found in their vehicle.

Vehicles parked on campus must display a valid parking permit. Permits can be obtained at the Administration building. A replacement permit will cost \$3.00. A vehicle parked anywhere other than the assigned spot without prior permission from an administrator will be subject to a parking fine or loss of parking privileges.

Crisis Intervention - Emergency Drills

Fire drills shall be conducted at least monthly. Tornado drills shall be conducted at least four times per year with at least one each in the months of September, January, and February. Students who ride school buses shall also participate in emergency evaluation drills at least twice each school year.

An active shooter drill and school safety assessment may be conducted in collaboration, when possible, with local law enforcement and emergency management personnel. Students will be included in the drills to the extent that is appropriate to the age of the student and grade configuration of the school. Drills may be conducted during the instructional day or during non-instructional time periods.

Other types of drills may also be conducted to test the implementation of the school's emergency plans in the event of an earthquake or terrorist attack that might include the use of biological or chemical agents. Students shall be included in the drills to the extent practicable. (ASD Board approved July 16, 2013.)

Drug-Free School Zone

The Arkansas School for the Deaf is a drug, alcohol and tobacco free environment for all staff and students. This includes all buildings as well as state owned vehicles and on premises where school sponsored events take place.

Search and Seizure

School property is loaned to the students for their use and, as such, is a privilege and not a right. ASD officials reserve the right to, and will periodically, inspect school property, including lockers, desks and dorms. School officials also reserve the right to search an individual if the search is reasonable and necessary to maintain order or safety.

Notice of Drug Dog

A registered, trained drug dog may be employed by officials to prevent the use and/or possession of prohibited drugs or alcohol on school property. The dog, while gentle, has been specially trained to locate marijuana, alcohol, and other illegal drugs. The dog and its handler will make periodic, unannounced visits to all educational and dormitory programs and school-sponsored activities. Lockers, dorm rooms, automobiles, and other areas of the building will be searched. Students will be held responsible for any prohibited items found in their room, lockers, automobile, or belongings at school. If prohibited items are found during a search, the violators will be disciplined under ASD policies and may be prosecuted under local, state, or federal law.

Video Surveillance

The District has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the District authorizes the use of video/audio surveillance cameras outside of any district building, on district property, automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

Video recorder placements shall be based on the presumption and belief that students, staff, and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view of other students, staff, or visitors,

anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as restrooms or dressing areas where an expectation of bodily privacy is reasonable and customary.

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use. Students will be held responsible for any violations of school discipline rules caught by the cameras and other technologies authorized by this policy.

The district shall retain copies of video recordings for a minimum of two (2) weeks before they are erased which may be accomplished by either deletion or copying over with a new recording. Videos, automatic identification, or data compilations containing evidence of a violation of student conduct rules and/or state or federal law shall be retained until the issue of the misconduct is no longer subject to review or appeal; any release or viewing of such records shall be in accordance with current law.

Video recordings shall be considered student education records and any release or viewing of such records shall be in accordance with current law. Videos containing evidence of a violation of student conduct rules and/or state or federal law shall be retained until the issue of the misconduct has been settled.

Students who vandalize, damage, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment, or automatic identification shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

Policy for Violence or Threats of Violence

ASD will not tolerate any violent acts or threats of violence. Disciplinary action, up to and including expulsion, will be imposed for any violent acts. In addition, all threats of violence will be taken seriously. Disciplinary action will be imposed for any threat of violence or other expressions which substantially disrupt or materially interfere with school activities or the educational process. Based upon this policy, ASD highly recommends that students refrain from joking about acts of violence. Any student who has been a victim of any violent act or of any threat of violence or any student who knows of any such act or threat should report the incident immediately to ASD personnel. Any ASD personnel to whom such acts or threats have been reported must promptly notify the Principal for investigation and the Principal will notify appropriate law enforcement personnel, when appropriate.

Weapons and Look-Alike Weapons

Firearms and weapons are strictly prohibited on school property for all students, employees, volunteers, substitutes, interns and visitors. Possession of "look-alike" weapons on school property is considered and will be dealt with in the same manner as possession of actual weapons. Weapons include, but are not limited to, guns and knives of any kind, razors, metal knuckles, martial arts weapons, and explosive devices. Penalties for the possession of weapons or "look-alikes" are outlined in the Student Code of Conduct. Any student who suspects that another student is in possession of a firearm, weapon, or "look-alike" weapon on school property should report such information immediately to ASD personnel. Any ASD personnel to whom such information has been reported must promptly notify the Principal for investigation and the Principal will notify appropriate law enforcement personnel, when appropriate.

Law Enforcement/DHS Interviews of Students

When (1) a law enforcement officer, (2) an investigator of the Crimes Against Children Division of the Department of Arkansas State Police, (3) an investigator or employees of the Department of Human Services requests to interview a student during school hours, ASD officials will record the appropriate personal identification from the police/investigator needing to interview the student. The principal or the principal's designee will then yield to the

police officer /investigator regarding notifying the parent, guardian, custodian or person standing in loco parentis. If the interview relates to an investigation of the student's parent/guardian(s) notification will not be placed by school officials. If not the subject of the investigation and law enforcement/investigators concede to parent or guardian notification, ASD officials will make every effort possible to call the parent or aid the police/investigators in contacting the parent, guardian, custodian or person standing in loco parentis. At this point, parents may be given the opportunity to come to the school before the interview begins. All reasonable measures should be taken to avoid embarrassing the student and disrupting the educational program of the student and the school. The interview should be conducted in a private room removed from observation by other students and school personnel. A student may be questioned by the police, but he/she is not obliged to answer questions which might incriminate him/her.

The principal or the principals' designee shall not provide notification if a request is made to interview a student during the course of an investigation of suspected child maltreatment and a parent, guardian custodian or person standing in loco parentis is named as an alleged offender. This shall apply to: (1) a law enforcement officer, (2) an investigator of the Crimes against Children Division of the Department of Arkansas State Police, (3) an investigator or employees of the Department of Human Services. In addition, if a student is under investigation as result of a call to the child maltreatment hotline, ASD does not have to notify the student's parent, guardian, custodian or person standing in loco parentis. ASD staff will yield the parental notification to: (1) a law enforcement officer, (2) an investigator of the Crimes against Children Division of the Department of Arkansas State Police, (3) an investigator or employees of the Department of Human Services.

INTERNET SAFETY and ELECTRONIC DEVICE USE

School Computer Use Policy

A school computer account at ASD gives the user access via the school computer system to the school's academic software and the Internet. A computer account is a privilege, not a right. If a user abuses the privileges, account access could be revoked. An ASD computer account is maintained by responsible behavior on the part of the account holder and complying with ASD computer usage policies. Just because a particular activity is not expressly prohibited by the computer usage policy does not mean that it is permissible for the user to engage in it. If you are unsure whether an activity is allowed or not, contact the Technology Coordinator.

Technology Protection Measures

ASD makes computers and/or internet access available to students, to perform research and to allow students to learn how to use computer technology. Use of District computers is for educational and/or instructional purposes only. It is the policy of this District to equip each computer with internet filtering software designed to prevent users from accessing material that is harmful to minors. For the purpose of this policy "harm to minors" is defined as any picture, image, graphic image file, or other visual depiction that (A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals, and; C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

No student will be granted internet access until and unless a computer-use agreement, signed by both the student and the parent or legal guardian (if the student is under the age of eighteen [18]) is on file.

Congress recently passed the Children's Internet Protection Act (CIPA) which requires schools and public libraries that take certain federal funds to equip all computers that might be used by students with a system to block sites that are

obscene or show material harmful to minors. The state of Arkansas has also passed legislation requiring school districts to provide Acceptable Use Policies and to provide Internet filtering. The Arkansas School for the Deaf receives Internet access from the Arkansas Public School Computer Network (APSCN), which also provides filtering.

Internet Use and Safety

The District is dedicated to ensuring that students are capable of using the Internet in a safe and responsible manner. The District uses technology protection measures to aid in student safety and shall also educate students on appropriate online behavior and Internet use including, but not limited to:

- Interacting with other individuals on social networking websites and in chat rooms;
- Cyberbullying awareness; and
- Cyberbullying response.

Students are advised that they cannot expect privacy in any aspect of their computer use, including email, and that monitoring of student computer use is continuous.

Through the generosity of Silent Sunday, combined with careful resource planning, the Arkansas School for the Deaf is fortunate to enjoy some of the best technology of any school in the state. ASD is committed to using this readily available technology to promote educational excellence by facilitating resource sharing, innovation, and communication.

Website Privacy

ASD operates and maintains a web site for the purpose of informing the citizens of the district about its activities. Any data collected is used to monitor the site activity and to improve the usefulness of the site to its visitors. The site serves no commercial purpose and does not collect any information from individuals for such purpose.

Photographs of students shall not be displayed on any page of the district's web site without the prior written consent of the parent (or the student if 18 or older). The student's name may be used in conjunction with the photo or video clip. It is understood, however, that once the photo or video clip is displayed on a web site, the District has no control over how the photo or clip is used or misused by persons with computers accessing the District's web site. A Photo Release is included in the school enrollment form.

The site provides for email communication between the District and individuals for the purpose of exchanging information regarding the District and its activities or between teachers and their students. The site may also provide for password protected communication between the District and its staff.

Controversial Material

Users may encounter material that is controversial and which users, parents, teachers, or administrators may consider inappropriate or offensive. However, on the Internet it is impossible to control the content of data.

Warranties

The Arkansas School for the Deaf makes no warranties of any kind, whether expressed or implied, for the service it is providing. ASD will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, non-deliveries, or service interruptions. ASD assumes no responsibility for the accuracy or quality of information

obtained through its services. All users need to consider the source of any information they obtain and consider how valid that information may be.

Acceptable Computer Use

Each user is expected to use accounts responsibly with purposes for which such accounts are granted. Activities beyond these stated purposes are strictly prohibited and may result in restricted or revoked access to computer resources.

Misuse of Internet

ASD policy and guidelines are posted on the network and are available for review at any time by all users. Logging in to the network implies consent to abide by ASD's Internet Use Policy. ASD administrators reserve the right to change and update the policy at any time.

The opportunity to use the district's technology to access the Internet is a privilege and not a right. Students who misuse electronic devices or Internet access in any way will face disciplinary action. The list below does not cover every situation that pertains to improper use of the computer resources at ASD, but it does suggest some of the responsibilities that the user accepts if he/she chooses to use an ASD computer.

- Plagiarizing another student's assignment or plagiarizing by downloading from the internet are subject to academic penalties, up to and including loss of course credit and loss of computer use privileges;
- Accessing, copying, or destroying, programs or files that belong to other users or to ASD without prior authorization;
- Disclosing, using, or disseminating passwords, whether the passwords are the student's own or those of another student/faculty/community member, to other students;
- Installing software or changing the configuration on computers. (Purchase of software must be approved, and should only be installed by ASD's Network Administrator or Technology Coordinator.);
- Revealing personal address or phone numbers of other students or employees;
- Violating the rights of privacy of students and employees;
- Downloading or using profanity, obscenity or other language which may be offensive to another user;
- Subverting restrictions associated with student accounts;
- Using electronic devices to violate any other policy or is contrary to the Internet Use Agreement;
- Using the network illegally in ways that violate federal, state, or local laws or statutes including electronic device hacking and copyright or intellectual property law violations;
- Using the network for financial gain or for any commercial or illegal activity;
- Using the network to send or retrieve pornographic material, inappropriate text files, or files dangerous to the integrity of the network;
- Spreading computer viruses or in any way causing disruption of the network, such as sending large e-mail files, etc.;
- Sending unnecessary "broadcast" email messages to all ASD staff;
- Using for Product advertisement or political lobbying;
- Circumventing security measures on school or remote computers or networks;
- Attempting to gain access to another's resources, programs, or data;
- Falsifying one's identity;
- Purchasing goods and services;
- Misusing or vandalizing equipment;
- Communicating credit card numbers, bank account numbers, or other financial information;
- Posting anonymous messages;
- Violating copyright restrictions (which are the same as for printed materials);

- Using the device to take photographs in locker rooms or bathrooms;
- Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person;
- The opportunity to use the district's technology to access the Internet is a privilege and not a right. Students who misuse electronic devices or Internet access in any way will face disciplinary action.

Social Media Guidelines

- Students should not be using social media during class time, unless it directly connects to the instruction and have been given permission from the classroom teacher.
- Be aware of what you post online. Social media venues, including wikis, blogs, photo and video sharing sites, are very public. Do not post anything you wouldn't want friends, enemies, parents, teachers, or a future employer to see.
- Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions; however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
- Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, birthdates, and pictures. Do not share your password with anyone besides your teachers and parents.
- Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
- Be aware that pictures may also be protected under copyright laws. Verify you have permission to use the image or it is under Creative Commons attribution.
- How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
- Blog and wiki posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work, be sure it is in the spirit of improving the writing.
- If you run across inappropriate material that makes you feel uncomfortable or is not respectful, tell your teacher immediately.

Students who do not abide by these terms and conditions will be subject to strict supervision during the use of any computers while on campus.

Possession and Use of Cell Phones and Other Electronic Devices

Arkansas School for the Deaf policy allows the possession of telecommunications devices by students on campus during the regular school day. Students may bring cell phones to school to use during unstructured times according to the following conditions and limitations:

- The use of cell phones or other electronic devices during class time is forbidden except as allowed by the teacher for instructional purposes. Engaging in any form of academic dishonesty, including cheating, giving or receiving help during an examination, plagiarizing, or obtaining copies of testing materials, shall be considered to be misuse and shall violate this policy.
- The use of cell phones or other electronic devices to photograph or video oneself or other persons is forbidden. The classroom teacher may make an exception to this policy if the photographs or videos are being made by students for instructional purposes after specific permission is granted, and if the photographs or video are taken under the supervision of the classroom teacher. Face Time and other live

video communication should not be used in areas where privacy is a major concern, such as bathrooms and the nurses' stations.

- A cell phone or other electronic device will be considered to be in use if it is visible at a time when usage has not been authorized by the classroom teacher.
- Use of an electronic device is permitted to the extent it is approved in a student's individualized education program (IEP), or if the device is needed and used in an emergency that threatens the immediate safety or security of students, staff or other individuals.

Cell phones or other electronic devices which are used in violation of this policy will be confiscated by an appropriate administrator. When a student's phone is confiscated, the parents will be notified immediately. Confiscated cell phones and other electronic devices may be picked up at the administrative office.

ASD bears no responsibility for lost/stolen electronic devices brought to school by a student.

CONDUCT AND DISCIPLINE

Student Discipline Policy

The ASD Board has a responsibility to protect the health, safety, and welfare of the District's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the fair enforcement of student discipline.

Student Conduct Applies to:

- School activities on ASD property
- Travel on school buses and at bus stop
- School-sponsored activities
- Incidents which occur on the way to school or from school.
- Criminal offenses or other serious offenses committed away from school, but which may affect the school climate (This code applies to these kinds of offenses regardless of whether or not a student has been convicted in a court of law.).

ASD's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to, a felony or an act that would be considered a felony if committed by an adult, an assault or battery, drug law violations, or sexual misconduct of a serious nature. Any disciplinary action pursued by the district shall be in accordance with the student's appropriate due process rights.

The handbook committee shall review the student discipline policies annually and may recommend changes in the policies to the Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

Felony violations of Arkansas law and some serious misdemeanor violations are best handled through law enforcement agencies that consult with the Prosecutor's Office. This ensures that the student-violator is correctly referred to either the juvenile justice system or the adult criminal justice system for correction, treatment, or punishment for the student's behavior. It is an administrative responsibility to enact these procedures.

ASD student discipline policies shall be distributed to each student during the first week of school each year and to new students upon their enrollment. Each student's parent or legal guardian shall sign a statement that they have received a student handbook which contains the Student Discipline Policy. Each ASD staff member is responsible for the monitoring of conduct of all students.

The principal, or person in charge, shall report to the police any incidents where a person has committed or threatened to commit, an act of violence or any crime involving a deadly weapon on school property or while under school supervision.

Minimum and Maximum Consequences

The minimum penalty for student offenses will be a verbal warning and the maximum penalty will be expulsion and/or legal action dependent upon the severity and frequency of the misconduct.

Possible Consequences for Breaking Rules

Failure to follow school rules while on school property, including buses, at school-sponsored events, or on the way to and from school, may result in disciplinary action ranging from a minimum of reprimand to a maximum of expulsion and possible prosecution. The Arkansas School for the Deaf Board of Trustees has approved the following actions to be used by school personnel in dealing with students who break school rules:

- Reprimand (warning)
- Time out
- Conference with student
- Detention
- Loss of privileges
- Restitution (apology, community service, Student takes ownership of repairing relationships)
- Sent home (not suspended but sent home for a cool down period)
- In-school suspension/in-dorm suspension
- Out of school suspension (exclusion from school 1-10 days)
- Expulsion (ASD may refer the student back to their school district for the entire school year or permanently)
- Parent contact/conference
- Referral to School Counselor/School Based Mental Health Therapist
- Referral for prosecution under municipal, state and federal laws that apply to the behavior.

When minor offenses occur, staff will decide the type of disciplinary action to be used as a positive means of correcting unacceptable behavior. Major offenses may receive a recommendation for more intensive action. Major offenses that are defined under city and state law as criminal in nature may result in suspension or expulsion.

The rules and regulations apply to all children at ASD with the exception of some students who have special considerations and/or accommodations.

In-School-Suspension (ISS)

The Arkansas School for the Deaf In-School-Suspension (ISS) Program is designed to provide continued opportunities for students who have been suspended from class or school to remain in school when the Principal/teacher, due to

disciplinary problems, has recommended these students to the program. The final decision for placement in the ISS Program will be that of the Principal or Principal's designee. Suspension can be from an individual class or from the Dormitory/academic/vocational program. The intent of the ISS Program is to keep students with disciplinary problems in school.

The ISS Program is an in-school disciplinary system. Any additional incidents that occur during the time a student is in the ISS Program may result in suspension off campus. The day of ISS should be used constructively to help improve behavior while keeping up with academic work.

Students scheduled for Speech, OT, PT, will be permitted to receive these services. The therapist will administer these services in the designated ISS room.

Rules for ISS:

- Students will report to the ISS room when entering the building at 7:55 a.m.
- Students must have all books, pencils, and other materials needed to complete assignments.
- Students will not be permitted to leave the ISS room, except for bathroom requests.
- Assigned schoolwork will be done on an individual basis.
- Students may not communicate with each other.
- Students will not be permitted to sleep.
- Students may not leave their seats.
- Students will be given a lunch from the cafeteria that will be eaten in the ISS room.
- Students who do not complete the class work assigned for ISS can be assigned additional time for ISS.
- Students are not to have contact with other students while in ISS.
- Students serving ISS will NOT BE PERMITTED TO PARTICIPATE IN ANY AFTER SCHOOL ACTIVITIES ON THAT DAY. (Dorm students will be restricted to dorm.)
- Day students must leave school at the end of the day.

ISS Program Implementation

The student's Individual Education Program (IEP) will continue to be implemented during his/her time in the ISS Program.

It is the responsibility of the student's classroom teachers to provide all materials (worksheets, handouts, tests, etc.) to the ISS Program Coordinator for implementation. It will be the responsibility of the ISS Program Coordinator, Teachers and Teacher Aide to implement these activities and ensure daily assignments are completed. At the end of the school day all materials completed will be collected and given to the Coordinator. The Coordinator will be responsible for disseminating completed work to the appropriate classroom teachers.

Out-of-School Suspension

In extreme cases, it may be necessary to dismiss a student from school for a period not exceeding ten (10) school days. During suspension the student is not permitted to be present on the ASD campus, or attend or participate in any ASD sponsored activities. Suspended students are not permitted on campus at any time except for reinstatement conference that parents attend. Expelled students are not permitted on campus at any time.

Expulsion

ASD may expel a student for a period longer than ten (10) school days for violation of the School's written discipline policies and for conduct deemed to be of such gravity that suspension would be inappropriate, or where the student's

continued attendance at school would disrupt the orderly learning environment or would pose an unreasonable danger to the welfare of other students or staff.

Emergency Removal from Class

A building administrator may remove a student without parent notification and/or conference if it is determined that the student's continued presence poses an immediate danger to persons or property or may substantially disrupt the school's orderly operation. Whenever a student is removed under these conditions, a parent/guardian(s) will be notified as soon as possible. The student will not be allowed to participate in any school-related activity while on emergency removal.

Parent/Guardian(s) Notification of Suspension/Send Home

Before the student is sent home, school officials will make every reasonable effort to notify the parent/guardian(s) of a suspension and the reasons for the action. The parent/guardian(s) will be informed that the student's suspension includes a loss of opportunity to participate in any school-related activity. The student is also prohibited from entering any ASD property without prior authorization of the principal or designee. Prior to the student's return to classes, the parent and student must attend a separate programming conference in person. The Principal or designee can allow a separate programming conference via phone if deemed appropriate.

"Send Home" (Cool Down Period)

A "send home" is used to establish contact with a parent/guardian(s) to resolve problems that do not require suspension. It is used only for a short period of absence; its purpose is to have the parent/guardian(s) come to the school for a conference with the IEP Team. Telephone conferences are acceptable at the discretion of the principal.

Behavior Plans and/or Safety Plans

The discipline of students with disabilities, including all students at ASD, is subject to the provisions of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. To the extent of any conflict between any provision in the Code of Conduct and the provisions of the IDEA and/or Section 504, the provisions of the IDEA and Section 504 will prevail. Students and parents should be familiar with the standards set out in the Student Code of Conduct, included in the handbook, as well as campus, classroom and residential rules.

A student's IEP committee may design and adopt an individual behavior program for the student addressing a variety of target behaviors. The behavior program may include the use of physical intervention to respond to targeted behaviors by trained staff members.

MINOR DISCIPLINARY ACTIONS

Minor offenses will be addressed by ASD staff prior to referral to the building administrators. The building administrator(s) and/or staff will make an effort to address minor violations with effective, positive alternative interventions different from a punitive disciplinary reaction. The goal will be to recommend disciplinary actions that provide opportunity to address or resolve minor disciplinary challenges in a positive manner. Ensuring a safe, orderly teaching and learning environment is priority when addressing and resolving minor behavioral issues. The building administrator may choose a more severe penalty at any time based on the student's past disciplinary record or may reduce disciplinary sanctions when warranted. Repeated violations of minor offenses may become a major offense, which is subject to more disciplinary action.

Possible disciplinary actions (Minimum to Maximum Penalty) for Minor Offenses are listed below:

- Warning
- Probation (loss of privileges)
- Restitution/Community Service
- Parent contact (verbal or written)
- Student, staff, administrator and/or parent/guardian(s) conferences
- In school/dorm recovery
- Detention (before school; after-school; lunch; dorm)
- Behavior Management Plan
- In-school suspension/In-dorm suspension
- Conflict mediation
- Referral to Counseling or SBMH Services
- Separate Programming Conference
- Additional Possible Actions:
- Functional Behavior Analysis
- Behavior Management Plan

MINOR DISCIPLINARY OFFENSES

Dishonesty

- Giving false information, withholding information, or willful, false accusation against another student or staff member

Defiance

- Failure or Refusal (insubordination) to follow reasonable directives of school staff and/or school rules and regulations; or
- Failure or refusal to obey reasonable instructions from teachers, administrators, instructional aides, bus drivers, or any other authorized school district employee is prohibited.

Disrespect

Disrespect is the act of being rude, impolite, and offensive towards others. Students are expected to respect other students, staff, property, and themselves at all times.

Disruption

Disruption is any act that interrupts the educational environment and impedes the learning of others. Disruptions in the educational environment may include, but are not limited to the following:

- Talking/Signing without permission
- Moving about the classroom without permission
- Inability to keep materials/belongings under control

Minor Physical Contact

Minor physical contact is defined as the act of touching, grabbing, patting, etc., another person, playfully and with no intent to harm. These minor altercations are forbidden because it can result in accidental injury or hurt feelings that lead to more severe altercations and/or fights. All participants engaged in minor altercations will be disciplined according to the degree of involvement of each student.

Dress Code Violation

See dress code pg 21

Instigation

- Behavior or actions that violate a person's right to privacy is prohibited.
- Annoyance - To "pick or tease" (verbal/ASL or physical) OR
- Communication - Non-solicited oral/ASL or written communication offensive to the recipient
- Students instigating others will receive similar punishment to the offense in which they cause.

Leaving School Grounds/Class without Permission of a School Official/Skipping/Cutting Class

No student is to leave or miss a class without permission. No student is to leave the school campus after arrival unless the student is checked out by a parent/guardian(s) or given approval by a school administrator. There is no open campus during lunch at ASD.

Failure to Serve Detention

A student who fails or refuses to serve detention when directed to do so by a school administrator or other authorized school personnel will be subject to progressive discipline.

Inappropriate Language

The use of profanity, inflammatory language, and obscene gestures are prohibited in the school environment.

Failure to Follow Bus Rules and Regulations

All school rules and regulations governing student behavior apply to conduct on the school bus and at bus stops. If a student misbehaves on a bus or at a bus stop, he/she will receive consequences that follow the Student Code and Conduct. All regulations and sanctions pertaining to student behavior and safety that apply during the school day are applicable to students while they are riding buses until they arrive at school or their residences.

Property Misuse

Improper use or mistreatment of any tangible or intangible possession that is owned by a person or entity is unacceptable.

Technology Violation

See page 54-55 for rules regarding the use of Technology.

Tardy

Arriving late to class or other school related activities is unacceptable. If there is a legitimate reason for arriving late, students are responsible for getting a pass from staff. Students are expected to be punctual.

Other

ASD personnel may provide a minor sanction on a child who exhibits inappropriate or undesirable behavior not listed above but is deemed suitable for minor severity.

MAJOR – DISCIPLINARY ACTIONS- (Minimum to Maximum Penalty)

Parent contact (verbal or written)

- Detention (before school; after-school; lunch; dorm)
- Probation (loss of privileges)
- Referral to Counseling or SBMH Services
- Separate Programming Conference

Additional Possible Actions:

- Restitution/Community Service
- Functional Behavior Analysis
- Behavior Management Plan
- Sent home (Cool Down Period)
- In-school suspension/In-dorm suspension
- Out of school suspension
- Expulsion

Out-of-School Suspension

The number of days suspended will be determined by the principal. Listed is a possible break down of the chronological order of suspensions

First Offense: 1-2 day suspension (Separate Programming Required-possible FBA)

Second Offense: 3-4 day suspension (Separate Programming Required-possible FBA)

Third Offense: 5-10 day suspension (Separate Programming Required-possible FBA)

After 10 days of suspension a manifestation determination conference is necessary to determine LRE

MAJOR OFFENSES

Forgery/Plagiarism

- Cheating on tests (plagiarism), copying, or allowing the copying of the work of another student/person will not be tolerated. For all offenses involving academic assessments, the student will receive a grade of zero on the assessment or test;
- Forgery of parent/guardian(s)'s signature(s) or falsifying information will not be tolerated;

Smoking or Use of Tobacco Products/Possession of Matches, Lighters, Lighter Fluid or Tobacco Products (Arkansas Code 5-78-101-102)

- Smoking or use of tobacco products of any kind on school district property, at a school-related activity or on the school bus is prohibited;
- Possession of matches, lighters, lighter fluids and/or tobacco products of any kind on school district property, at a school-related activity or on the school bus is prohibited

Use, Possession and/or Under the Influence of Drug Paraphernalia, Alcohol, Controlled Substances or Unauthorized Drugs or Substances

The use and/or possession of drug paraphernalia, non-prescribed narcotic drugs, hallucinogens, marijuana or any unauthorized drug or substance is a violation of district policy. In addition to suspension, students must show proof of having enrolled in an approved drug/alcohol-counseling program prior to reinstatement. Failure to complete the prescribed drug/alcohol counseling program will result in an expulsion recommendation. Police notification required for possession of a controlled substance. (Arkansas Code 6-18-502 and 6-17-113)

Drug and/or Alcohol Sale or Distribution

The sale and/or distribution of alcohol, marijuana, non-prescribed/prescribed drugs, hallucinogens or similar substances is prohibited. (Arkansas Code 6-18-502)

Bullying

The intentional harassment, intimidation, humiliation, ridicule, defamation or threat or incitement of violence on a continual basis by a student against another student or public school employee through written, verbal, electronic or physical act causing or creating a clear and present danger. (See complete ASD Bullying Policy)

Harassing Communications

Harassing communication on school property is prohibited. Use of the voice, the telephone, the mail, Email, Fax or any other form of written, verbal or cyber bullying which constitutes electronic communication that intimidates, annoys, bullies, causes alarm or threatens harm to another person is in violation of this rule. To knowingly allow another person to use a telephone or other electronic device under your control for such a purpose is a crime. To violate another person by using sexually explicit language or gestures is also prohibited (Anti-bullying Policy) (Arkansas Code 5-71-208)

Fighting

Mutual combat in which participants intentionally inflict bodily injury to another person is prohibited. All participants in a fight, whether physical, instigating, or verbal, will be disciplined according to the degree of involvement of the participants. The student who started the altercation will receive a more severe punishment. (Arkansas Code 6-18-502)

Abusive Language

The use of profanity or slander directed to or about a school staff member in a ~~non~~-threatening manner will not be tolerated. If it is possible, the student may be required to participate in conflict resolution with his/her teacher. (Act 6-18-506)

Participation in Prohibited Clubs, Street Gangs, Fraternities, Sororities or Similar Organizations Students will not participate in secret societies or organizations of any kind while on school property, at school-sponsored activities or while on the way to or from school. Street gangs, hate groups, cults or similar groups, whether organized in the community or in other settings, are prohibited on school grounds or at any school-sponsored activity. Behaviors such as the use of gang signs, signals, visible body markings/adornments or verbal or written language that connotes street gang affiliations and/or membership in other prohibited groups or organizations at school or at school-related activities are prohibited and will be considered to be in violation of this rule. (Arkansas Codes 6-18-603, 605 and 606).

Inappropriate Use of Technology/Computers

The use of the computer to access, store or distribute obscene, pornographic or inappropriately suggestive material is prohibited. Any user who violates this policy and accompanying regulations is subject to loss of network privilege, as well as other District disciplinary actions. Any student who finds inappropriate material on a computer or Internet site is to immediately inform the teacher. (Arkansas Code 6-21-107)

Assault

An act initiated by one or more persons or groups of students that purposely or recklessly creates apprehension of imminent physical injury to another person such as a threatening or menacing gesture is prohibited. Police notification is required by law. (Arkansas Codes 5-13-204-207, 6-18-502, and 6-17-113)

Battery

The act of purposely and/or recklessly causing physical injury to another person by beating or striking either directly or with an object is prohibited. Police notification is required by law. (Arkansas Codes 6-18-502 and 6-17-113)

Theft

The act of burglary and/or larceny will not be tolerated. To steal school property or property belonging to another person or to knowingly receive stolen property is prohibited. Items stolen valued in excess of \$500 will require police notification. Student and parent/guardian(s) will be responsible for making full restitution for any property stolen and for all damages to property caused by the student's actions. (Arkansas Codes 6-18-502)

Theft by Receiving

Items stolen/received that are valued in excess of \$500 are prohibited. Police notification is required by law. (Arkansas Code 6-17-113)

Indecent Exposure

The act of deliberately showing private body parts/organs or touching yourself or others in a sexually suggestive manner will not be tolerated (exceptions will be made for children who do not fully comprehend the consequences of their action due to age or other factors). Any student violating this rule will be required to participate in counseling sessions with a school counselor or SBMH Therapist. (Arkansas Code 5-14-112)

Sexual Misconduct

To engage in or attempt to engage in a sexual act with another person or to touch in a sexually offensive manner on District property or at a school-related activity is prohibited. (Arkansas Code 5-14-111)

Breaking and Entering/Vandalism

The following acts are prohibited:

- Breaking into property belonging to another person or belonging to the school district;
- Intentionally destroying property, cutting, defacing or otherwise damaging property belonging to another person, including class assignments, buses or property belonging to the District;
- Physically damaging, modifying or abusing computer hardware, software or computer files or accessing or hacking into the computer files of others.

The parent/guardian(s) may be held responsible for all damages to property caused by his/her child. An administrator may reduce disciplinary sanctions according to the value of the property. Damage to property valued in excess of \$500.00 requires police notification by law. (Arkansas Codes 6-18-502 and 6-17-113)

Vandalism to Computer Hardware/Software

The act of distributing a virus or seriously tampering with computers resulting in the loss of school records and/or programs or disrupts the normal learning/classroom environment is prohibited. Violators will be prosecuted.

Disorderly Conduct/Hindering/Interfering with a School Function

Inappropriate behavior that substantially disrupts or interferes with or is likely to disrupt or interfere with the classroom setting or any portion of the school day, school function, bus or bus stop, activity or program is prohibited. (Arkansas Code 5-71-207)

Threats to Staff

The use of violent, abusive or obscene language or gestures addressed to a teacher or staff person in a threatening manner will not be tolerated. Threatening manner constitutes language expressing the desire to harm staff in some method. (Arkansas Code 6-18-502)

Physical Assault on Staff

The act of striking or attempting to strike a teacher or other school personnel will not be tolerated. (Arkansas Code 6-18-502 & 6-17-113)

Use of Fireworks

The use of fireworks on a school campus or at a school-related activity is prohibited.

False Alarm

The act of pulling or attempting to pull or calling in an alarm of a fire, bomb threat, or other emergency alarm without a lawful purpose is prohibited (exceptions will be made for children who do not fully comprehend the consequences of their action due to age or other factors such as intellectual abilities). The unauthorized use of defibrillator is also prohibited. The act of communicating a false alarm to or about a school, a school bus, at a school-sponsored or related activity or any public facility is a Class D Felony. Fire Marshall and/or Police Notification are required. (Arkansas Codes 5-71-210, 6-18-502 and 6-17-113)

Failure to Permit a Lawful Search or Inspection by a School Official

The act of preventing or impeding a school official from conducting a search or inspection authorized by this handbook is prohibited.

Terroristic Threatening

The act of threatening to cause death or serious physical injury to another person or substantial damage to school property with the purpose of terrorizing another person will not be tolerated. (Arkansas Codes 5-17-101, 6-17-113, and 6-18-507).

Some Major Offenses, due to their severity in nature, require police notification. For severe offenses the Little Rock Police Department will be immediately notified and violators will be prosecuted to the fullest extent of the law. (Arkansas Codes 6-18-502 and 6-17-113).

Majors Requiring Police Notification

Use of Multi-fingered Rings, Chemical Agents or Laser Pen Lights

The possession or use of pepper spray, mace or similar chemical agents, laser penlights or multi-fingered rings on school district property or at a school related activity is prohibited. (Arkansas Code 5-60-122)

Arson

The willful and deliberate burning of or attempting to burn school property is prohibited. (Arkansas Code 6-18-502)

Possession of Firearm

The act of possessing a firearm, whether loaded or unloaded, on school district property or at a school related event is prohibited. Expulsion for a full calendar year is required by law. (Arkansas Codes 5-27-206, 5-73-119, 6-17-113, 6-18-502, and 6-18-507)

A firearm as defined in the Arkansas Code means:

- any device designed, made, or adapted to expel a projectile by the action of an explosive;
- any device readily convertible to that use, including such a device that is not loaded or lacks a clip or other component to render it immediately operable; or
- components that can readily be assembled into such a device.

Use of Weapon

The act of using a weapon or firearm to cause injury or to threaten injury to another person is prohibited. Expulsion for a full calendar year is required by law (Arkansas Codes 5-73-119, 6-17-113, 6-18-502, and 6-18-507).

Possession or Use of Explosives

Possession, use or threat to use any explosives or other such devices capable of inflicting bodily harm is prohibited. Expulsion for a full calendar year is required by law. (Arkansas Codes 5-73-119, 6-17-113, 6-18-502, and 6-18-507)

Extortion/Robbery

Obtaining or attempting to obtain money or property from an individual by force or threat of force is prohibited. The violent taking of any goods, money or other valuable items from another person by force, threats with a weapon will not be tolerated. (Arkansas Codes 6-17-113 and 6-18-502)

Unlawful Assembly

Two or more students assembling with the intent to commit an unlawful act will not be tolerated. (Arkansas Code 5-71-205)

Inciting to Riot

An act or conduct that results in a riot or that urges others to commit acts of force and violence or participation in a gang fight or similar disturbance at school or at school-related activities is prohibited. (Arkansas Codes 6-17-113, 6-18-502, and 6-18-603)

Possession of Weapon or Facsimile Weapon

The possession of a knife, box cutter, dirk, brass knuckle, martial arts implement, razor, ice pick, BB gun, pellet gun, pump gun, stun gun, blackjack, unauthorized tools, sword, spear in a cane, billy-club, sap, facsimile weapon or any other instrument that is specifically designed, made or adapted, or is capable of inflicting physical injury to another person, is prohibited at school or at any school-related activity. Expulsion for a full calendar year is required by law. (Arkansas Codes 5-73-119, 5-27-206, 6-17-113, 6-18-502 and 6-18-507)

Felony Violations

The act of committing a felony not already referenced in this handbook on a school campus, a school bus or bus stop or at a school-sponsored or related activity or an act committed in the community that substantially disrupts or has the potential to disrupt the school's environment will not be tolerated. (Arkansas Codes 6-18-502 and 6-17-113)

Crime of Video Voyeurism

The unlawful use of a camera, video tape, photo-optical, photoelectric or any image recording device used for the purpose of secretly observing, viewing, photographing, filming, or videotaping on any ASD property or school function without the consent of any person(s) who has reasonable expectations of privacy is prohibited. A person shall be guilty of this offense if they voluntarily participate in placing the photographic image(s) obtained in any public viewing area, i.e. internet, cell phone, camera, etc. The Little Rock Police Department will be immediately notified of any violation and violators will be subject to arrest under Arkansas State Statute 5-16-101.

HEALTH AND SAFETY

Child Maltreatment Reporting

According to the Arkansas Division of Children and Family Services, child maltreatment includes abuse (sexual, physical, mental and emotional), neglect, exploitation or abandonment of the child by the parent, guardian or caretaker. A caretaker is anyone who is age 10 or older that's entrusted with the child's care and well-being. Child maltreatment occurs when the responsible person harms the child, lets the child come to harm in some way, or in some way does not meet the child's basic needs.

Under Arkansas law, anyone who suspects that child abuse or child maltreatment is occurring has the duty to report it to proper authorities. Social workers, doctors, teachers and school counselors are required by law to report any suspicions they have of child maltreatment. Reports can be made by phone via a phone number (1-800-482-5964) or via internet at <http://www.arkansas.gov/reportARchildabuse/>. Notifying local or state law enforcement does not satisfy the duty to report; only notification by means of the Hotline discharges this duty. Failure to report suspected child abuse, maltreatment or neglect by calling the Hotline can lead to criminal prosecution and individual civil liability of the person who has this duty.

The duty to report suspected child abuse or maltreatment is a direct and personal duty, and cannot be assigned or delegated to another person. There is no duty to investigate, confirm or substantiate statements a student may have made which form the basis of the reasonable cause to believe that the student may have been abused or subjected to maltreatment by another person; however, a person with a duty to report may find it helpful to make a limited inquiry to assist in the formation of a belief that child abuse, maltreatment or neglect has occurred, or to rule out such a belief. Employees and volunteers who call the Child Abuse Hotline in good faith are immune from civil liability and criminal prosecution.

All reports of child maltreatment, by Arkansas law, must be investigated. If the report is found to be wrong then no further action will be taken. If child maltreatment is occurring, the Division of Child and Family Services will attempt to make sure your children are protected and their basic needs met. If maltreatment continues, the courts will decide what legal action is appropriate.

By law, no school district or school district employee or volunteer may prohibit or restrict an employee from directly reporting child abuse or maltreatment, or require that any person notify or seek permission from any person before making a report to the Child Abuse Hotline.

Child Abuse Hotline

Arkansas Law ACA 12-15-507 requires reports made to the Child Abuse Hotline if a person has a reasonable cause to suspect that a child has been abused or neglected.

Tobacco-Free School Policy

Tobacco Use Prohibited

Smoking/vaping or the use of tobacco products or non FDA approved nicotine cessation products by any student, employee, volunteer, contractor, or school visitor is prohibited at any time, including non-school hours:

- In or on any property owned or leased by the Arkansas School for the Deaf, including school buses or any school vehicles.
- On school grounds, athletic grounds, playgrounds parking lots or maintenance areas.
- At any school-sponsored events on or off campus.

In addition, no student is permitted to possess any tobacco products/non FDA approved nicotine cessation products. Signs to this effect will be posted at appropriate locations.

Tobacco Promotion Prohibited

Tobacco/non FDA approved nicotine cessation products advertising, sponsorships, giveaways, promotional items are prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events or at school functions whether on or off school property. Students exhibiting tobacco/non FDA approved nicotine cessation products-related gear or paraphernalia are prohibited. Tobacco/non FDA approved nicotine cessation products promotional items include but not limited to clothing, bags lighters, free tobacco samples, and other personal articles.

Tobacco Prevention Education

Tobacco use prevention education shall be integrated within the health education program in Pre-K – 12th grade to provide greater understanding of the health hazard of tobacco use. This education program shall include the short-and long term negative physiologic and social consequences, social influences on tobacco use, peer norms regarding tobacco use and refusal skills.

Tobacco Cessation Program

The Arkansas School for the Deaf shall inform students/staff about tobacco cessation program available within the community or Arkansas Tobacco Quitline (1-800-QUIT-NOW).

Communication of Policy

Appropriate signage will be posted in a manner and location on and surrounding all school property that adequately notify employees, students, parents, visitors, and the public of this policy. Communication via handbook, school web pages, and newsletters will also be utilized.

Policy Enforcement (for Students)

Students who violate this policy will be subjected to disciplinary measures as stated in the Conduct and Discipline Section of the Student Handbook

1st offense: Tobacco products must be confiscated; school shall contact parents.

2nd offense: Tobacco products must be confiscated; school shall contact parents, and offer the *Second Chance or Aspire* smoking prevention and cessation curriculum in lieu of in school suspension.

3rd offense: Tobacco products must be confiscated; school shall contact parents, notify police, and must complete the *Second Chance or Aspire* smoking prevention and cessation curriculum in lieu of in school suspension.

Policy Enforcement (for Visitors)

Visitors using tobacco products while on school property shall be asked to cease their use of tobacco products. If visitors refuse to do so, he/she shall be asked to leave the school premises.

Wellness Policy

The health and physical well-being of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be changed overnight, but at the same time, the Board of Directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.

The problem of obesity and inactivity is a public health issue. The Board of Trustees is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Arkansas Department of Education, but with the community and its residents, organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions which improve the health and physical activity of our students.

Goals

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. To promote nutrition, physical activity, and other school based activities that will improve student wellness, the District has established the following goals.

- Appoint a district school health coordinator (designated district official) who shall be responsible for ensuring that each school fulfills the requirements of this policy;
- Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum;
- Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity;
- Strive to improve the quality of physical education curricula and increase the training of physical education teachers;
- Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12;
- Not use food or beverages as rewards for academic, classroom, or sports performances;
- Ensure that drinking water is available without charge to all students;
- Establish class schedules and bus routes that do not directly or indirectly restrict meal access;
- Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;
- Establish no more than nine (9) school wide events which permit exceptions to the food and beverage limitations established by Rule. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar;
- Abide by the current allowable food and beverage portion standards;
- Meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria;

- Restrict access to vended foods, competitive foods, and foods of minimal nutritional value (FMNV) as required by law and Rule;
- Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of FMNV;
- Provide professional development to all district staff on the topics of nutrition and/or physical activity;
- Utilize the School Health Index available from the Center for Disease Control (CDC) to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students.

Advisory Committee

To enhance the district's efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way that ensures age-appropriate recommendations are made which correlate to our district's grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by reference.⁷ The overarching goal of the committee shall be to promote student wellness by monitoring how well the district is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, and 8 of the CDC's School Health Index as a basis for assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in each school's ACSIP, provided to each school's principal, and reported to the board. Goals and objectives for nutrition and physical activity shall also be included in the ACSIP.

Parents, students, the District's teachers of physical education, school health professionals, the District School Board of Directors, the District's school administrators, members of the community, and representatives of the District's school food authority shall be included in the development, implementation, and periodic review of the District's wellness policy to the extent interested persons from each group desire to be included.

The SNPAAC shall provide recommendations to the school district concerning menus and other foods sold in the school cafeteria. Such recommendations shall be based, at least in part, on the information the Committee receives from the District on the requirements and standards of the National School Lunch Program and information and from menus for the National School Lunch Program and other food sold in the school cafeteria on a quarterly basis.

The District shall periodically assess, with input from the SNPACC, the District and individual schools' status regarding implementing this policy. The assessment shall be based, at least in part, on:

- the extent to which District schools are in compliance with this policy;
- the extent to which this policy compares to other model local school wellness policies; and
- a description of the progress made in attaining the goals of this policy.

The assessment results along with the content of this policy shall be periodically reported to the public, including parents, students, and other members of the community.

COUNSELING

Academic/Transition Counseling

Students and their parents are encouraged to talk with the transition/career counselor, teacher, or Principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities as well as information on the importance of postsecondary education. The career counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. The career counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

School Counseling

Every student is allowed to see the school counselor who is available to support the student with social and emotional concerns. The school counselor may provide the student and/or family with information about community resources. Counselors may engage students in a variety of classroom and dormitory counseling topics related to positive self-esteem, personal safety, and social skills. A student who wishes to meet with the school counselor should request an appointment with the counselor. Any parent, teacher, or dorm staff may refer a student to the school counselor by calling or stopping by to talk about their concerns or questions. All visits are kept confidential unless there is information received that may cause the counselor to suspect that the student has been abused, may harm themselves, or is of danger to others. The counselor will then contact the appropriate authorities or agencies necessary to assist with the situation.

School Based Mental Health Services

School based mental health is the provision of therapeutic interventions and preventions for students and their families within the school setting with the purpose of equipping children for academic and social success.

Currently therapeutic services and support are provided to ASD students and families by an outside community mental health agency. Your child may be referred for SBMH intervention by a school counselor. Services may also be initiated by parent request. Students will not participate in SBMH without a parent's consent.

Mental Health Issues Requiring Interventions

Self-harm/Self-injury

Self-injury is defined as the intentional, direct injuring of body tissue most often done without suicidal intentions. The most common form of self-harm is skin-cutting but self-harm also covers a wide range of behaviors including, but not limited to, burning, scratching, banging or hitting body parts, interfering with wound healing (dermatillomania), hair-pulling (trichotillomania), and the ingestion of toxic substances or objects. If a staff member has knowledge of a student engaging in self-injurious behaviors the staff member should contact the School Counselor, the Principal/Dean, and/or the School Nurse immediately regardless of the time. The staff member is to stay with the student until the counselors are reached.

As a parent, if you become aware of your child engaging in self-harm you are encouraged to contact the school counselor or Principal/Dean.

Suicidal Ideation and Suicidal Behavior

Suicidal ideation concerns thoughts about or an unusual preoccupation with suicide. The range of suicidal ideation varies greatly from fleeting thoughts, to extensive thoughts, to detailed planning. Suicidal behavior is any action that could cause a person to die, such as taking a drug overdose or placing a noose around ones neck. *If a staff member sees a student attempting to kill him or herself they are to call 911 immediately.* If a student expresses suicidal ideation the staff member should contact the School Counselor, the Principal/Dean, and/or the School Nurse immediately regardless of time. The staff member should remain with the student until the counselors arrive or provide guidance to the situation

As a parent, if you become aware of your child struggling with suicidal ideation and/or suicidal behavior you need to seek help immediately. You may contact the school counselor or the SBMH Therapist for guidance.

Homicidal Ideation

Homicidal ideation is a common medical term for thoughts about homicide. There is a range of homicidal thoughts which spans from vague ideas of revenge to detailed and fully formulated plans without the act itself. If a staff member has knowledge of a student engaging homicidal ideation the staff member should contact the School Counselor, the Principal/Dean, and/or the School Nurse immediately regardless of the time. In accord with common health care practice, the SBMH Therapist may conduct an initial assessment and intervention of possible mental health emergencies even if there is no parental consent on record. The staff member is to stay with the student until the counselors are reached.

As a parent, if you become aware of your child struggling with homicidal ideation you need to seek help immediately. You may contact the school counselor for guidance.

Mental Health Emergencies

A mental health emergency is a situation, in which any student who is making statements or behaving in a manner that in the staff's observation (or report by others) can be interpreted as being either a danger to self or a danger to others. Imminent risk includes, but is not limited to, suicidal ideation or actions, homicidal threats/attempts, suspicion of drug ingestion, or fleeing designated areas. ASD defines a mental health crisis as a behavioral, emotional, or psychiatric situation which would likely result in significantly reduced levels of functioning in primary activities of daily living. Mental Health Emergencies require a mental health assessment which may result in the placement of the student in a more restrictive setting, including but not limited to, inpatient hospitalization. If a mental health emergency occurs, a staff member should contact the School Counselor, the Principal/Dean, and/or the School Nurse.

Procedure

ASD staff member will contact 911 if the student or others are in immediate danger. If 911 does not need to be called, the ASD staff member will attempt to supportively calm the student in crisis while contacting or getting help from someone to contact the school counselor and/or Principal/Dean. In accord with common health care practice, the SBMH Therapist may conduct an initial assessment and intervention of possible mental health emergencies even if there is no parental consent on record.

The School Counselor, the Principal/Dean, and/or the School Nurse will assess the level of risk to the student or others and develop a plan according to school policies. The plan may include the following:

- Removal of other students from the area of the crisis if appropriate
- Possible medical treatment/psychiatric treatment

- A mobile Assessment may be called to come on campus and conduct an evaluation of the student. If a mobile assessment is not able to come to campus the student may need to be transported to a medical facility for an evaluation.

If a student is admitted into a behavioral hospital, upon discharge with a written note from doctor to ensure that student is safe to return to school, a Separate Programming Conference is required for the student to return to school. In addition, all discharge paperwork and medication orders need to be given to the school to ensure appropriate programming.

Plan for Transportation if Necessary:

The student may be transported to a medical facility/hospital emergency room via ambulance, police or ASD staff member in a state vehicle.

- Parent or guardian will be notified, unless it puts the student in increased danger.
- School building administrator or Dorm Supervisors will be notified.

HEALTH SERVICES

The philosophy of Health Services is to help the individual student restore and maintain optimum health. We define health as a state of complete physical, mental and social well-being. We believe that each student's medical needs should be recognized and met in ways that are appropriate for his/her individual situation. Each student should be taught a sense of responsibility for his/her own health needs and principles upon which good health is based. We believe good health and good health practices are conducive to obtaining a quality education.

Location, Hours, and Contact Information

For Health Services location and availability, see website.

Policy and Procedure

Students must have a permission slip from the school office or dormitory office before they can see the nurse.

Any student who is seen by the Health Services staff can be admitted to one of the observation rooms. Admission will be based upon several factors:

- the student's complaints and symptoms
- the nursing staff's judgment and discretion
- the school physician's diagnosis and orders
- the rules and regulations of the Arkansas Health Guidelines
- the policy and procedures of the Arkansas School for the Deaf Health Services Manual

Criteria for admission can include (but is not limited to):

- temperature of 100.0 degrees or higher
- vomiting or diarrhea
- seizures
- any possible contagious illnesses such as strep throat, chicken pox, flu, or rashes
- head injuries
- injuries to extremities
- COVID like symptoms

Upon a student's admission to Health Services, the school and/or the dormitory will be notified. If admission extends to several hours, the parents/guardian will be notified. At this time, if in the judgment of the Health Services staff the

student is too ill to remain in school, the parents/guardian will be contacted by a nurse and will be expected to pick up the child and take him/her home.

Guidelines for Keeping Sick Children Home (National Institute of Allergy and Infectious Diseases):

- Colds: If your child has a persistent cough, or is very lethargic or irritable, he/she may need to stay home. A continuous green or yellow nasal discharge may be a sign of infection.
- Possible Pink Eye/Conjunctivitis: If your child's eye is pink, burning or itching, and producing a whitish or yellow discharge, keep your child at home. A doctor's note is required.
- Diarrhea/Vomiting: A child with diarrhea and/or vomiting should stay home and return to school only after being symptom free for 24 hours.
- Ear Infections/Strep Throat/Scarlet Fever: Your child may return to school after being on antibiotics for 24 hours.
- Flu: Your child should remain home until symptoms (body aches, high fever, chills, congestion, sore throat, and/or vomiting) subside- it may be five to seven days.
- Fever: Your child should remain home with a temperature of 100 degrees or more. They may return to school when fever free for 24 hours without fever-reducing medicine such as Tylenol or Motrin.

Communicable Diseases and Parasites

In order to safeguard the school community from the spread of certain communicable diseases the Arkansas School for the Deaf will adhere to the Arkansas Department of Health policies and procedures relating to the prevention of and response to infectious/ communicable diseases. Students are not allowed to attend school during the period of communicability as established by the Arkansas Department of Health. The student's return to school is determined by the Health Department Guidelines or written statement from the physician.

The staff has a responsibility to advise Health Services when a student is suspected of having a communicable disease. The Health Services supervisor will annually review with the staff the procedures to be used for handling a student who is suspected of having a communicable disease. The superintendent at the direction of the Arkansas Department of Health has the final responsibility for exclusion from school of a student with a communicable disease.

Student health information is confidential. However, in connection with an emergency, personal identifiable information from a student's health record may be disclosed to appropriate parties to protect the health and safety of the student or other individuals.

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: lice, chicken pox, measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant *Staphylococcus aureus*), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B, or C, mumps, vomiting, diarrhea, and fever (100.0 F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

To help control the possible spread of communicable diseases, school personnel shall follow the District's exposure control plan when dealing with any blood borne, foodborne, and airborne pathogens exposures. Standard precautions

shall be followed relating to the handling, disposal, and cleanup of blood and other potentially infectious materials such as all body fluids, secretions and excretions (except sweat).

The District shall maintain a copy of each student's immunization record. A student with an exemption from immunization must have an exemption from the Arkansas Department of Health on file annually. A list of individuals with exemptions from immunization shall be education records. An education record may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

A student enrolled in the District who has an immunization exemption may be removed from school at the discretion of the Arkansas Department of Health during an outbreak of the disease for which the student is not vaccinated. The student may not return to the school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health.

The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick their child up at the end of the school day. The parents or legal guardians will be given information concerning the eradication and control of human host parasites. A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites that are transmittable in a school environment.

Each school may conduct screenings of students for human host parasites that are transmittable in a school environment as needed. The screenings shall be conducted in a manner that respects the privacy and confidentiality of each student.

Student Illness/Accident

If a student becomes too ill to remain in class and/or could be contagious to other students, the school nurse or designee will attempt to notify the student's parent or legal guardian. The student will remain in health services or a place where he/she can be supervised until the parent/legal guardian can check the student out of school.

If a student becomes seriously ill or is injured while at school and the parent/legal guardian cannot be contacted, the failure to make such contact shall not unreasonably delay the school's expeditious transport of the student to an appropriate medical care facility. The school assumes no responsibility for treatment of the student. When available, current, and applicable, the student's emergency contact numbers and medical information will be utilized. Parents are strongly encouraged to keep this information up to date.

Physical Examinations or Screenings

The district conducts routine health screenings such as hearing, vision, BMI and scoliosis due to the importance these health factors play in the ability of a student to succeed in school. The intent of the exams or screenings is to detect defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve to his/her full potential.

Screenings

Please consider the above annual health evaluation screening information to be your BMI and scoliosis screening. Scoliosis screening takes place in February for girls in 6th grade and boys and girls in 8th grade. If you do not want your child to participate in the BMI or scoliosis screenings, a written statement from you is required. Please send the statement to Health Services staff before screening begins.

The rights provided to parents under this policy transfer to the student when he/she turns 18 years old.

Except in instances where a student is suspected of having a contagious or infectious disease, parents shall have the right to opt their student out of the physical exams or screenings by providing certification from a physician that he/she has recently examined the student

Medication

Prior to the administration of any medication, including any dietary supplement not regulated by the US Food and Drug Administration, to any student under the age of eighteen (18), written parental consent is required. The consent form shall include authorization to administer the medication **and relieve the Board and its employees of civil liability for damages or injuries resulting from the administration of medication to students in accordance with this policy**. All signed medication consent forms are to be maintained by Health Services.

A parent sending medication for a residential student must give the medication to the charter bus or van chaperone who will give it to a dorm staff member or the nurse upon arrival at school. Unless authorized to self-administer or otherwise authorized by this policy, students are not allowed to carry any medications- including over-the-counter (OTC) medications, any dietary supplement, or other perceived health remedy not regulated by the US Food and Drug Administration-while at school, in the dormitory, or in their possession at any time. Medications, including those for self-administration, must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings. Schedule II medications that are permitted by this policy to be brought to school shall be stored in a double locked cabinet. Medication in a plastic bag or an outdated prescription bottle, will not be accepted. **Written parental/guardian permission to give the medication and written doctor's orders must be provided.**

The district's supervising registered nurse is responsible for creating procedures for the administration of medications on and off campus.

When medication is brought to the school nurse, the nurse shall document, the quantity of the medication. The school nurse shall ask another school employee to verify the quantity of the medication(s). Each person present shall sign a form verifying the quantity of the medication(s).

The school shall not keep outdated medications or any medications past the end of the school year. Medications not picked up by the parents or legal guardians will be sent home with the student's bus chaperone on the last day of school. Left over medication shall be disposed of by the school nurse in accordance with current law and regulations.

Schedule II Medications

The only Schedule II medications that shall be allowed to be brought to the school are methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse).¹

For the student's safety, no student will be allowed to attend school if the student is currently taking any other Schedule II medication than permitted by this policy.

Self-Administration of Medication

Students who have written permission from their parent or guardian and a licensed health care practitioner on file with the District may:

- 1) Self-administer either a rescue inhaler or auto-injectable epinephrine;
- 2) Perform his/her own blood glucose checks;
- 3) Administer insulin through the insulin delivery system the student uses;
- 4) Treat the student's own hypoglycemia and hyperglycemia; or
- 5) Possess on his or her person:
 - a) A rescue inhaler or auto-injectable epinephrine; or
 - b) The necessary supplies and equipment to perform his/her own diabetes monitoring and treatment functions.

Students who have a current consent form on file shall be allowed to carry and self-administer such medication while:

- In school;
- At an on-site school sponsored activity;
- While traveling to or from school; or
- At an off-site school sponsored activity.

A student is prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, or combination does not require him/her to have such on his/her person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, or any combination on his/her person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.

Students may possess and use a topical sunscreen that is approved by the United States Food and Drug Administration for OTC use to avoid overexposure to the sun without written authorization from a parent, legal guardian, or healthcare professional while the student is on school property or at a school-related event or activity. The parent or guardian of a student may provide written documentation authorizing specifically named District employee(s), in addition to the school nurse, to assist a student in the application of sunscreen. The District employee(s) named in the parent or legal guardian's written authorization shall not be required to assist the student in the application of sunscreen.

Emergency Administration of Glucagon and Insulin

Students may be administered Glucagon, insulin, or both in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:

1. An IHP that provides for the administration of Glucagon, insulin, or both in emergency situations; and
2. A current, valid consent form on file from their parent or guardian.

When the nurse is unavailable, the trained volunteer school employee who is responsible for a student shall be released from other duties during:

- A. The time scheduled for a dose of insulin in the student's IHP; and
- B. Glucagon or non-scheduled insulin administration once other staff have relieved him/her from other duties until a parent, guardian, other responsible adult, or medical personnel has arrived.

A student shall have access to a private area to perform diabetes monitoring and treatment functions as outlined in the student's IHP.

Emergency Administration of Epinephrine

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP that provides for the administration of an epinephrine auto-injector in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified to administer auto-injector epinephrine to administer auto-injector epinephrine to the student when the employee believes the student is having a life-threatening anaphylactic reaction.

Students with an order from a licensed health care provider to self-administer auto-injectable epinephrine and who have written permission from their parent or guardian shall provide the school nurse an epinephrine auto-injector. This epinephrine will be used in the event the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes the student is having a life-threatening anaphylactic reaction and the student is either not self-carrying his/her /epinephrine auto-injector or the nurse is unable to locate the medication.

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

Emergency Administration of Albuterol

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified to administer albuterol to administer albuterol to the student when the employee believes the student is in perceived respiratory distress.

The school nurse for each District school shall keep albuterol on hand. The school nurse or other school employee designated by the school nurse as a care provider who has been trained⁶ and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

Emergency Administration of Anti-opioid

The school nurse for each District school shall keep anti-opioid injectors on hand. The school nurse, other school employee, volunteer, or student may administer anti-opioid in accordance with the District's procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid.

Notes: A.C.A. § 17-87-103(11) provides for the administration of Glucagon, insulin, or both to students suffering from diabetes.

Districts are not under any obligation to “recruit” volunteers and 4.11 of the Rules explicitly states that no employee shall be pressured into volunteering

Legal References: Ark. State Board of Nursing: School Nurse Roles and Responsibilities

Division of Elementary and Secondary Education and Arkansas State Board of Nursing Rules
Governing the Administration of Insulin and Glucagon to Arkansas Public School Students
with Diabetes

A.C.A. § 6-18-701

A.C.A. § 6-18-707

A.C.A. § 6-18-711

A.C.A. § 6-18-714

A.C.A. § 17-87-103 (11)

A.C.A. § 20-13-405

STUDENT LIFE PROGRAM

General Description

The residential program generally accepts students from ages 5-21 years.

- For children under age 12 years, admission is given if the child's IEP/IFSP team determines that their educational needs require ASD's residential environment.
- Students ages 3 & 4 years old may be accepted if they have developed age-appropriate self-help and behavioral skills. In the case of students who do not have age-appropriate self-help and behavioral skills, they may be accepted with 1:1 assistance supported by an outside entity.

All students entering the residential program will have a 30 day transitioning period to assess how the student is acclimating to the environment. If the school determines that the child is not thriving in the residential environment, the school may request a meeting with the parent/guardian to discuss an action plan or whether the student's needs are best met in the residential environment.

The Student Life staff is responsible for the care and welfare of students whether the students are on campus or off campus after school until students go to classes in the morning and on the weekends if there are special events.

The Student Life Office hours are 2:30pm to 8:00am. The Dorm Supervisors are available to assist parents/guardians and students during these hours. Residential Advisors (RA) offices are stationed at different residential halls, and their hours are varied to cover the 2:30pm to 8:00am time frame. Most RAs are available from 5:00pm to 11:00pm on Sunday and between 2:30pm to 11:00pm Monday through Thursday. Overnight RAs can be contacted between 11:00pm-8:00am. Please contact your child's RA for their hours.

Dorm students can be dropped off in the dorm between 5:00pm to 9:00pm on Sunday, 3:30pm to 9:00pm on Monday – Thursday. Parents/Guardians of day students are responsible for their children before and after school unless they arrange with their RAs to have them participate in after-school activities, including athletics.

Students should arrive every week with clean clothes, towels and bedding. Students are encouraged to do the laundry at home.

Residential Hall Students' Right to a Safe School

Students who reside in the residential hall have the right to live in an environment that is free of unsafe situations and feel secure. Safe school means you are entitled to the following points:

- All Residential facilities are in good condition
- Students are protected and well supervised
- Regulations and laws are enforced and respected
- Students' behaviors are under control and demonstrate harmony
- Programs and activities are offered that are safe and fun. When you feel or encounter a situation where it may be unsafe, you are expected to do the following actions:
 1. Report to staff immediately
 2. Move away from unsafe situations
 3. Protect yourself from harm. Do not retaliate but use self-defense only if you are potentially being harmed
 4. Say 'no' if you are asked to do things that are illegal or inappropriate.

If you said 'no' to any favor but you know the situation may be illegal or inappropriate, you are to report to staff for assistance. If you are unsure if it is illegal or inappropriate, please report to staff for safety reasons. By reporting to ASD staff, you are protecting yourself.

If you observe unsafe conditions such as a broken window, uneven sidewalk, lights not functioning properly in a darkened area, or the like, you are to report to staff immediately.

ASD values an environment that is safe, enjoyable, respectful, and supportive and creates a positive experience for all students who attend ASD at the Residential Halls.

After-School Programs

The Student Life Residential Halls coordinate a variety of after-school activities after designed to keep students occupied and offer learning experiences. Included are extra-curricular and recreation programs in which boys and girls can participate as they choose.

Day Students Staying After School

Parents/Guardians of day students are responsible for their children before and after school unless they arrange with Student Life Department to have them participate in after-school activities, including athletics. The arrangements should be made with at least 48 hours advance notice. With approval from Dorm Supervisors, day students who stay after school for various activities such as athletics, high school after-school programs (ASP), organization meetings, Scout meetings or other activities must sign in at their assigned Residential Halls. Day students will be expected to follow the Residential Hall rules. *ASD does not provide transportation for day students who stay on campus for after-school activities.* Parents of elementary and middle school day students must notify Residential Staff what time they will pick up their child. For evening activities, day students are to go home after school and be brought to school for the activity and be picked up immediately afterwards.

Day students who are not participating in after-school activities are to go home right after school, but if bus/parents/or guardians are running late, they should contact the school secretary. Students will stay with para-professional until 4:30pm. After 4:30pm, they will be sent to residential hall.

Day Students Staying Overnight in the Dorms

Parent/guardian(s) must provide dorm supervisors **48 hours advance notice** if a day student plans to spend the night in the dorm.

Students' Weekend Visitation

The weekend visitation form must be returned to the supervisor of the student's dormitory **no later than Tuesday** of the week of the visitation, or the visitation will be denied. The dormitory supervisor will follow up with a telephone call to the parent.

Residential Hall Study Hours

Structured study hours are provided to our students in the Residential Hall or Tutoring Center. In Student Life Residential Halls the students generally have a study time. Elementary study time is from 30 to 60 minutes. Middle/High School study period is generally 60 minutes. Students with GPAs below 2.0, are required to study in designated areas in the Residential Halls and may have extra study time. All students needing more time to study can have more time as needed. Educational programs will be offered to students who do not have homework assignments.

Parents/Guardians are welcome to call Residential Advisors to find out their study hours as they vary from one Residential Halls to another.

Study Time Expectations (Elementary/Middle School)

- Students are not allowed to have their communication devices with them during study time.
- Students sit at their assigned tables. Students raise their hands and ask permission to get up before leaving their seats.
- Students show Resident Advisors their completed assignments.
- Students are allowed to do homework in their bedrooms, Lobby room, or Tutor Center.
- Students are not to socialize during study time.
- Students ask their teachers for a note if the teacher says to study with a partner.
- Students are expected to keep up with their homework assignments. If students struggle, they are encouraged to discuss their concerns with their teachers or Residential Advisors.

Lower Dorm Policy Regarding Personal Devices of ASD Students

In an effort to teach our students responsible electronic citizenship and safety regarding personal devices and internet, we have established the following policy.

Each student is permitted to bring their personal devices to the ASD dormitory. Students will be able to use their personal devices in the common public area or TV lounge under staff supervision. Use of any device will not be allowed in any student's bedroom, bathroom, or any other areas outside of TV lounge. Allowed use of devices will be at specific times (3:30p-4p for group 1—K-3rd graders and 3:30p-4p and 7:30p-8p for group 2—4th and 5th graders).

Students are allowed to use the videophone in the staff office for calling home before or after device hours. Parents can call their children in the dormitory at any time by contacting either the dorm office number or the supervisor's cell number. It should be noted that staff encourage students to talk to their parents/guardians as often as possible, and this policy is not intended to restrict home/dorm communication.

Residential Hall Activity Expenses

Residential Advisors will maintain student accounts for elementary, special needs and middle school students. Parents/Guardians may send money directly to the designated RA of each Residential Halls on Sunday evenings or by mail. Parents/Guardians are asked to send only cash or checks made out to "ASD." Students are encouraged to give the cash or checks to their RA immediately upon return to the school on Sunday evening, or any first night back to school. Monies are secured in each department's safe. The RA will maintain student accounts and distributes funds to students when needed or by request. Parents/guardians will be contacted by the RA regarding extra money for field trips, property damage costs, and other items.

High school students are responsible for their own spending money, but they are encouraged to give to their RA for safekeeping if they have large sums of money.

Residential Hall Progress Reports

Parents/Guardians of Residential Hall students will be informed of their child's progress in the Residential Hall and after-class activities. Since each child's personal development is an important aspect of the 24-hour educational program at the school, progress reports will assist us in helping your child to become a well-rounded individual before completion of his/her education. Progress reports are sent to parents two times per academic year.

In order to form a partnership between Residential Advisors and parents, parents and RA will determine which communication methods work best for keeping parents informed of child's progress in the Residential Hall.

Movie and Video Games

Residential Advisors have the authority to review and screen any movie or video game students bring from home.

For movies to be shown in Residential Halls, they must be rated no higher than “PG” for elementary and “PG-13” for middle school and high school.

For video games, they must be rated no higher than “E” for elementary and “T” for middle school and high school as recommended by the Entertainment Software Rating Board (ESRB).

No movies or video games will be allowed in bedrooms unless they have earned that privilege or reward. Any movie/game must be viewed/played in common area.

Off-Campus Activities for HS Students

High school students may only go off campus if we have parent’s approval and the RA is notified. High school students are expected to follow rules below:

- Inform their RA and sign out in order to be allowed to go off campus.
- Cross streets using crosswalks.
- Be on their best behavior at all times.
- Not loiter in any store.
- Walk, ride city bus, or ride in state vans.
- Return by their curfew or lose their next off-campus privilege.
- Lose off-campus privilege for one month if caught stealing.

Missing/Stolen Items at Student Life

If students or their parents/guardians report missing or stolen items that went missing while in the care of Student Life, RA will investigate and make a report to supervisors, parents/guardians and/or police. We are not responsible for paying or replacing any missing/stolen items. Please clearly label ALL clothing and personal items.

Bicycles, Scooters, Skates and Skateboards

The Middle School and High School Student Life Programs allow students to bring their bicycles, scooters, skates and skateboards or similar devices to our campus. Motorized scooters or similar devices are not allowed. Students are allowed to ride their bikes only at certain times and with the RA’s permission. All students are expected to comply with the following conditions:

- Ride bikes, scooters or skateboards on the campus in a safe manner at all times.
- Park and lock their bikes at designated bicycle racks.
- Wear a helmet and protective equipment at all times when riding bikes, scooters or skating, according to state law.
- Ride their bicycles off-campus at specified times given by the RA. We must have parent/guardian’s consent prior to this. (HS student only)
- Not loan his/her bike, scooter, skates or skateboard to another student.

Violation of any of these rules will result in the following penalties:

- **1st Offense:** equipment taken away for one week.
- **2nd Offense:** equipment to be left home for one month.
- **3rd Offense:** equipment to be left home for the remainder of the school year.

Elementary students are not allowed to bring their bicycles on campus. Bicycles are not permitted to be brought on school buses. Elementary Residential Hall does have their own bicycles for students to use after school hours.

Kitchen and Refrigerator

Residential Halls offer kitchen and refrigerators for students to enjoy the foods they bring from home. Students are expected to be responsible when using the kitchen. Students may use the kitchen for food preparation and the refrigerator for storing foods on the following conditions:

- Get approval from the RA before using stove or cooking vessels;
- Keep kitchen clean after using for food preparation or cooking;
- Return all kitchen utensils, cooking pans/pots back to where they belong;
- Familiarize yourself with safety rules when using appliance and cooking equipment;
- No cooking on stove or oven in the mornings before school.

Personal Foods

Students may bring foods from home for personal use on the following conditions:

- Portions will be limited to one week of food supply;
- Perishable foods must be consumed before expiration;
- Any perishable foods that are opened must be disposed at end of week before going home for the weekend;
- No foods will be stored any place in the cottage except in the pantry room or refrigerator;
- Put name for identification on your foods

Videophone Usage in Residential Halls

- Permission to use the videophone is required from RA on duty.
- Appropriate language must be used at all times.
- No lewd acts or behaviors are allowed while using the videophones or web cameras.
- There is a limit of 15 minutes per call.
- Only one person may use the videophone at a time.
- No videophone calls are allowed during study hour and in the morning. All students are to stop using the videophone 45 minutes prior to bedtime.

ATHLETICS – STUDENT ATHLETES (SEE ASD ATHLETIC HANDBOOK)

Age Eligibility

A student who is nineteen years of age on or before September 1st will not be eligible for athletic competition except for special circumstances.

Pre-Participation Requirements

Each student-athlete team member shall have his/her parents fill out, sign, and date the proper paperwork. A physical examination, statement of risk, and proof of insurance is required. The student-athlete shall submit the required paperwork, completely filled in and properly signed, attesting that he/she understands the risks of possible injuries while participating in sports and has been examined and found to be physically fit for athletic competition to the Athletic Director prior to becoming a member of any athletic squad or team.

The physical examination covers sports for the entire year, unless medical restrictions are placed upon the student-athlete during the course of the school year. The physical is good only for the current school year. The physical examination is good for one year from the date of the examination.

Students with cochlear implants, shunts, pacemakers, or any other types of medical devices MUST be cleared to participate in athletics from the treating physician/specialist.

Commitment to Athletic Participation

A student-athlete/team member may participate in only one sport during the fall, winter, and spring seasons. He/she is expected to stay on that team until the season is finished.

Student-athletes/team members cut from one sport may try out for another sport provided they not cut from the first sport for disciplinary reasons. When a student-athlete/team member quits a team, he/she is ineligible for any sport during that season which has already begun. Additionally, he/she will lose all rights for the sport he/she quit, including qualifying for major athletic awards, letters, and post-season honors.

On occasion however, a student-athlete/team member may find it necessary to drop a sport for a good reason. The following procedure must be followed:

1. Discuss issue with your coach and get written approval before you leave the sport.
2. Report your situation to the Athletic Director.
3. Coaches shall notify the student-athlete/team member's parents.

Return all gears and uniforms issued to you. If the student-athlete/team member doesn't follow these steps, he/she will lose his/her privilege of joining any sport the following season.


Academic Requirements

A student who receives a recorded grade average below 70 on a scale of 0-100 in any course for a one week grading period will be ineligible to participate in practice, competition, and extracurricular activity events. Whenever the grade report is available, the middle school and high school department will send the Athletic Director a list of ineligible student-athletes/team members. The Athletic Director will then share the information with all coaches.



ARKANSAS SCHOOL FOR THE DEAF GUIDELINES FOR SUCCESS



	Classroom	Hallways	Playground	Bathrooms	Cafeteria	Dorms	On the Bus
	Be Responsible	Demonstrate self-control Follow the rules	Walk at all times Be quiet in the halls	Demonstrate self-control	Get in and out quickly Flush the toilet	Stay in designated area Put away tray and trash when finished	Stay seated Follow adults' directions
	Be Organized	Arrive on time Have all materials ready (books, supplies, hearing aids, glasses, etc.)	Keep hallways clean and clear	Return playground toys or equipment to their proper place	Keep bathroom clean (no litter, pick up trash, keep water in sink and toilet only, etc.)	Be ready for tomorrow Keep room clean	Go to the back and fill forward Leave the bus clean
	Be Achieving	Pay attention Participate Stay on task (persevere with work, give good effort, do your best)	Go directly to your destination	Play appropriately with friends (ignore problems, play safely, take turns on equipment and in games, share toys, etc.)	Wash hands with soap and water	Demonstrate appropriate table manners	Practice bus safety skills (keep body inside, don't distract driver, exit bus appropriately, know emergency procedures, etc.)
	Be Respectful	Be kind to others Respect classroom property	Keep hands, feet, and objects to yourself Respect property	Keep hands, feet, and objects to yourself Be kind to others	Respect the privacy of others Respect property (don't write on walls, use bathroom in toilet, no vandalism)	Be kind to others Respect property of the school and of others	Keep hands, feet, and objects to yourself Be kind to others

Student Mailing Address

Residential Advisor will be responsible for the daily delivery of student mail. Parents/Guardians are asked to address all correspondence to the following address:

Student's Name/Dorm Name
Arkansas School for the Deaf
2400 West Markham Street
Little Rock, Arkansas 72205

ARKANSAS SCHOOL FOR THE DEAF | 2021-2022 CALENDAR

Board Approved 3.16.2021

JULY '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

4 Independence Day

3 Students return

JANUARY '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5 End of Quarter (44)

17 M.L. King Day
(School Closed)

AUGUST '21						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 10 mo. Staff Return

9 Teachers Return

13 School Closed

15 Open House

16 First Day of School

21 Presidents' Day
(School Closed)

FEBRUARY '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

SEPTEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6 Labor Day (School Closed)

24 Professional Development
(School Closed)

11 End of Quarter (45)

20-25 Spring Break

MARCH '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

OCTOBER '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11 Columbus Day

13 End of Quarter (42)

31 Halloween

15 Good Friday
17 Easter Sunday
18 Parent/Teacher Conference
(No school for students)
24 Silent Sunday
(Staff Work Day)

APRIL '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOVEMBER '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Parent/teacher Conference
(No school for students)

11 Veterans Day

22-25 Fall Break

25 Thanksgiving Day

08 Mother's Day
09 Professional Development
(School Closed)
27 Last Day of School (47)
30 Memorial Day
31 Snow Day #1

MAY '22						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

DECEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20-31 Winter Break

25 Christmas Day

1-3 Snow day #2, #3, #4
3 Last Day for Teachers
6 Snow day #5
10 Last day for 10 mo Staff
19 Father's Day

JUNE '22						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

 Holidays
 Professional Development
 Parent/Teacher Conference
 No Student Days
 1st & Last Day for Students
 End of Quarter

Students will be in school on snow days only if number of days missed due to inclement weather exceed the number of approved AMI days. No vacation should be scheduled prior to June 6th.